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ABSTRACT

This manual for language arts instructors contains a basic core of instruction in English that provides updated and extensive vocationally related application of such basic English skills as reading, writing, and practical usage. Attention is also focused on assisting students with life and study skills. The material should be adapted to individual needs and be supplemented by the instructor's own methods and materials. Eight sections and 23 instructional units are included. Each unit of instruction consists of eight basic components: performance objectives, teacher activities, information sheets (content essential for meeting the cognitive objectives), assignment sheets (applications of knowledges that are prerequisites to skill development), job sheets (procedures to complete a manipulative or psychomotor skill), transparency masters, tests, and test and assignment sheet answers. The eight sections are (1) Related Vocational Information (Study Skills, Importance of School Records, and Vocabulary), (2) Related Vocational Skills (Safety Vocabulary and Social Security), (3) Personal Development (Know Yourself), (4) Parts of Speech (Nouns, Pronouns, Verbs, Conjunctions and Interjections, and Prepositions), (5) Writing Skills (Subjects, Complete Subject and Predicate, Sentences, Sentence Fragments and Run-on Sentences, Capital Letters, End Marks, and Apostrophes), (6) Library Skills (Using the Library), (7) Practical Usage (Using the Dictionary), and (8) Life Skills (Reading the Newspaper, Giving Directions, and Following Directions). (YLB)

ED228476

English I

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ENGLISH I

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FOREWORD

Today, vocational teachers are faced with the difficult problem of teaching students who possess inadequate language and reading skills. However, the many different vocational fields demand well-educated students who possess the communication skills necessary for employment and vocational success. We believe that the most effective way to improve vocational education is through a sound instructional materials delivery system. Therefore, the content of *English I* builds upon the material presented in the earlier *Vocational Related English*. This revision is intended to provide updated and extensive vocational-related application of such basic English skills as reading, writing, and practical usage. Attention also focuses on assisting students with life and study skills. With the use of this material, students will be better prepared to enter a trade and become skilled employees or employers.

The purpose of this manual is to provide a basic core of instruction in English. Although the format reflects a systematic approach to instructional materials development, the information in *English I* should be adapted to individual needs. It is intended that the materials be coupled with the instructor's own methods and experience to make the educational process complete.

Dr. Francis T. Tuttle, Director
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and Technical Education

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PREFACE

The purpose of the Coordinated Vocational Education and Training (CVET) English text is to enable academically disadvantaged and handicapped youth to acquire basic knowledge in communications while also acquiring a salable vocational skill. *English I* emphasizes practical application of fundamental English skills and is designed at a level to allow students academic as well as vocational success. Therefore, this revised edition is an invaluable instructional source for building a solid foundation of knowledge in English and applied skills.

English I has been prepared for language arts instructors who have the responsibility for providing CVET students with reading, writing, and speaking skills applicable to occupational training. Coordinated planning between language arts and CVET instructors will help students reach their maximum academic and employment potential.

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Much of the work that goes into the making of a manual is not apparent when using the book. There are many people behind the scenes who make a publication possible. Appreciation is extended to all of the staff in the Graphics Division for making sure that the final typed copies and artwork were of the highest quality.

The Authors of this Publication

USE OF THIS PUBLICATION

Instructional Units

English I includes eight sections and twenty-three instructional units. A standard format was established in 1970 for the development of instructional materials for all Oklahoma vocational teachers. This format includes eight basic components which form a unit of instruction: performance objectives, suggested activities for teacher, information sheets, assignment sheets, job sheets, transparency masters, tests, and answers to tests and assignment sheets. Depending on the specific objectives, transparency masters, assignment sheets, and job sheets may or may not be included in the unit of instruction.

All of the unit components "zero in" toward measurable and observable learning outcomes. Teachers are encouraged to supplement, personalize, localize, and motivate with these materials in order to develop a complete teaching-learning process.

Units of instruction are designed for use in more than one lesson or class period of instruction. Careful study of each unit of instruction by the teacher will help him or her determine

A. Amount of material that can be covered in each class period
B. Skills which must be demonstrated
    1. Supplies and equipment needed
    2. Amount of practice needed
    3. Amount of class time needed for demonstrations
C. Supplementary materials, such as pamphlets and filmstrips, that must be ordered
D. Resource people who must be contacted

Performance Objectives (white pages)

Each unit of instruction is based on the performance needed for successful employment in an occupational area. Performance objectives are stated in two forms: unit objectives, stating the subject matter to be covered in a unit of instruction, and specific objectives, stating the student performance necessary to reach the unit objective.

Since the objectives of the unit provide direction for the teaching-learning process, it is important that the teacher and students have a common understanding of the intent of the objectives. Following is a list of performance terms, their meanings, and behavioral synonyms which may have been used in this material.

A. Name--The individual supplies a name for objects, events, or people

   Behavioral synonyms: Label, list, letter, record, reiterate, repeat, write

B. Identify–The individual selects a named, described, or pictured object by pointing to it, touching it, picking it up, or selecting it

   Behavioral synonyms: Select, mark, match, choose, judge

C. State a rule--The individual communicates a relationship or principle which could be used to solve problems or perform a task

D. Apply a rule--The individual supplies an answer to a problem by using a stated relationship or principle

Behavioral synonyms: Solve, calculate

E. Describe--The individual relates sufficient characteristics or properties of an object or event so that a second individual will be able to state what is being discussed

Behavioral synonyms: Define, discuss, interpret, recite, tell how, tell what happens when

F. Distinguish--The individual selects an object or event from two or more which are easily confused

Behavioral synonyms: Discriminate, differentiate

G. Order--The individual arranges three or more objects or events in a sequence based on a stated property

Behavioral synonyms: Arrange, sequence, list in order, classify, divide, isolate, sort

H. Construct--The individual makes a physical object, a verbal statement, or a drawing

(NOTE: Construct is used when the finished product or result is important.)

Behavioral synonyms: Draw, make, build, design, formulate, reproduce, transcribe, convert, put together, compile

I. Demonstrate--The individual performs several operations necessary to carry out a specified process

(NOTE: Demonstrate is used when it is desirable to watch the student perform a task, one of the highest levels of student performance.)

Behavioral synonyms: Show your work, show procedure, perform an experiment, perform the steps, operate, remove, replace, turn off/on, (dis) assemble, (dis) connect

The objectives should be provided for students and stressed throughout the teaching-learning process. This will help answer any questions concerning performance requirements for each instructional unit. The objectives can also help determine teaching strategies and instructional methods. Prepare for each unit by deciding how each objective can best be taught.

The objective sheet may also be used as a quick pretest to determine students' prior knowledge and if further study or activities are necessary. Teachers should feel free to modify, delete, or add objectives in order to meet the needs of the students and community. When changes in objectives are made, the teacher should remember to supply the needed information, assignment and/or job sheets, and criterion test items.

Suggested Activities (pink pages)

This component is included only in teacher material. The suggested activities page assists teachers during the preparation stage of the teaching-learning process by providing suggestions for delivery and/or presentation during the instructional process. Read the suggested activities before teaching the units so that supplemental materials can be obtained, audiovisual materials prepared, and outside resources contacted. Duties of the teacher will vary according to the particular unit.

The references that are listed are ones used in the development of each unit. They should be used by the teacher to supplement knowledge of the subject area or to help students with particular interests or occupational objectives in the area covered.

Information Sheet (green pages)

The information sheet provides "must know" content essential for meeting the cognitive (knowledge level) objectives of the unit. The information is written in a topical outline form and is keyed to the specific objectives.

Teachers will find that the information sheet serves as an excellent guide for presenting background knowledge necessary to develop the skills specified in the unit objective. The information sheet may also be used for coordination activities and advisory committees.

Students should read the information sheet before the information is discussed in class. Space is provided in margins for students and teachers to add notes that supplement, localize, personalize, or provide motivation for each unit.

Transparency Masters (white pages in teacher material and green in student material)

Transparency masters provide information in a special way. The students may see as well as hear the material being presented, thus reinforcing the learning process. Transparencies may present new information, or they may reinforce information presented in the information sheet. They are particularly effective when identification is necessary.

Transparencies should be made and placed in the notebook where they will be immediately available for use. Transparencies direct the class's attention to the topic of discussion.

Assignment Sheets (brown pages)

Assignment sheets give students a chance at problem solving, self-assessment, and/or practical experience with the information. They assist students in the application of knowledges which are necessary prerequisites to skill development. These may be given to the student for completion in class or used for homework assignments. Answer sheets are provided when appropriate and can be used by the student and/or teacher for checking student progress.

Job Sheets (blue pages)

Job sheets are another important segment of a unit of instruction. The job sheets provide a list of equipment, tools, and materials needed to complete a manipulative or psychomotor skill. They describe a step-by-step procedure needed to complete each task or job. Diagrams, photographs, and illustrations are provided to assist students in achieving the skill.

Equipment in job sheets is not in order of use. This should be taught in the classroom. In this way students will not depend entirely on job sheets for equipment setup.

A teacher should demonstrate to students the procedures outlined in each job sheet. Furthermore, the teacher needs to localize the job sheet according to the equipment and supplies available in the local lab or shop situation. Job sheets also furnish potential employers with a picture of the skills being taught and the performances they might reasonably expect from a person who has had this vocational instruction.

Tests (yellow pages)

This component provides criterion-referenced evaluation of every objective listed in the unit of instruction. It is crucial to note that both paper-pencil and performance objectives must be evaluated.

The tests may be written or oral. It is recommended that the tests be divided into shorter tests covering three or four objectives at a time and given soon after those objectives have been covered. A selection of questions from the units covered may be used for final tests at the end of each term if desired. If objectives have been added, deleted, or modified, be sure to make the changes on the test.

The acceptable response on a unit test, 85 percent in most units, may be raised or lowered to fit the topic or students' ability levels. The percentage applies to the overall score, not to each individual question. The final unit grade should be obtained by using the "paper-pencil" score along with teacher evaluations of student demonstrations of the desired skills.

Answers to Test and Assignment Sheets (pink pages)

These components are designed to assist the teacher in evaluation of student performances.

Page Numbering

Each publication from the Curriculum and Instructional Materials Center is assigned a specific abbreviation. For example, *English I* has been abbreviated ENG I. The units are then numbered consecutively within each section. An example of a page number is ENG I - 1-A. Because CIMC publications are loose leaf, this system of page numbering was adopted so that pages from different manuals would not get mixed up.

Methods of Disseminating Material

Material may be given out a unit or page at a time to keep the material before the students always new. Some teachers ask students to furnish a three-ring binder for the units while studying a particular unit. This is more convenient for taking the materials home to study. Each unit is then placed in the larger binders upon its completion. The large binders may be purchased at cost from the CIMC. Some teachers have stored the materials by units in filing cabinets or boxes until needed. All the units may be given out at once if desired.

Student materials should be provided for each student for best results. They may be purchased in-state for less than a teacher can reproduce the materials, especially when the teacher's time is considered. Student materials contain everything but the test answers, answers to assignment sheets, and suggested activities. All tests are collated at the back of student material and should be removed and stored until needed. The students should be allowed to take their materials home at the end of the year.

Teaching Methods

It is a challenge to keep students motivated. Supplement the objectives by providing the "why," personal experiences, and current information. Prepare for each unit by deciding how each objective can best be taught. Allow students to become involved in preparing and planning.

STUDY SKILLS
UNIT I

UNIT OBJECTIVE

After completing this unit, students should be able to improve their study and test-taking skills. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list main points to remember about assignment and classroom listening.
3. Select from a list desirable attitudes about study skills.
4. Name items to consider about study habits.
5. Arrange in order steps for surveying a textbook.
6. List steps for reading a textbook.
7. Arrange in order steps in SQ3R reading method.
8. Match health essentials to how often they are needed.
9. Select from a list ways to prepare for tests.
10. Select from a list points to remember when taking a test.

STUDY SKILLS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Make transparencies.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss information and assignment sheets.

E. "Test" student listening skills by having the class remain silent for two minutes. Then have them write what they heard (clock ticking, cough, chair scraping, and so forth).

F. Give a few simple directions to students to see how well they listen.

EXAMPLES:
1. Walk to the third window from the left.
2. Open the second window from the right.
3. Take a pen to the second student in the fourth row.

G. To sharpen listening skills, play "Gossip" (whisper a sentence to a student who then whispers it to the next) and "Simon Says."

H. Provide oral instructions for Assignment Sheet #2.

1. "Tonight's assignment is to read pages 34-50 in *Basic Homemaking.* Write answers to questions 1-10 on page 51 in your notebook."

2. "As follow-up to our discussion, please write a paragraph on your career goal after high school. Write at least three reasons why you chose the career. Due tomorrow."

3. "Write a letter to the tourist bureau of any state, asking for information about the state. Write the letter in the style of a business letter. Assignment is due Friday."

4. "Read pages 111-120 in *English Skills.* Write answers to questions 1-15 on page 121. Copy the questions, and write your answers on a piece of notebook paper to hand in on the 15th."

5. "Study the questions on page 18 in *Home Improvement.* Be prepared to discuss them in class tomorrow."

I. Select a book chapter to assign for Assignment Sheet #11.

SUGGESTED ACTIVITIES

J. Invite a resource person to speak to the class on time management; ask the person to relate the information to study habits. A counselor or former student might be a good person to ask.

K. Have each student write a daily and/or weekly class schedule.

L. Show students enjoyable ways to study.

EXAMPLES: Games such as Concentration, word searches, crossword puzzles, memory aids

M. Help students distinguish among the types of study skills necessary for essay and objective tests.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1-Study Habits
2. TM #2--Study Habits (Continued)
3. TM #3--Health Essentials

E. Assignment sheets

1. Assignment Sheet #1--Write Assignment Notes
2. Assignment Sheet #2-Write Assignments from Oral Directions
3. Assignment Sheet #3--Write Assignments from Written Directions
4. Assignment Sheet #4--Write Main Purpose of Daily Class Lesson
5. Assignment Sheet #5--Think About Your Study Habits
6. Assignment Sheet #6--Write Your Study Habits
7. Assignment Sheet #7--Use a Table of Contents
8. Assignment Sheet #8--Write Information from Pictures

SUGGESTED ACTIVITIES

        9. Assignment Sheet #9--Select Main Ideas

        10. Assignment Sheet #10--Select Important Details

        11. Assignment Sheet #11--Use the SQ3R Reading Method

        12. Assignment Sheet #12--Select from a List Points to Remember When Taking a Test

    F. Answers to assignment sheets

    G. Test

    H. Answers to test

III. Unit references

    A. *How to Study.* Hartford, Connecticut: Keyword Publications Inc., 1977.

    B. Monroe, Marion, with Sterl A. Artley and Helen M. Robinson. *Basic Reading Skills.* Atlanta: Scott, Foresman and Company, 1970.

    C. Rogers, Helen. *Practical Nursing I,* revised by Jamee Sloan. Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1981.

    D. Smith, Nila Barton. *Be a Better Reader Series: Basic Skills Edition, Level A,* 3rd ed. Englewood Cliffs, New Jersey: Prentice Hall, Inc., 1977.

STUDY SKILLS
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Participation--Taking part in

   B. Essential--Basic; main; necessary item or information

   C. Objective--Purpose; intention

   D. Distraction--Something which takes your attention away from what you are doing or studying

   E. Process--Method of doing something

   F. Surveying--Looking something over; skimming

   G. Legible--Writing that is neat enough to be read

   H. p.--Abbreviation for page

   I. pp.--Abbreviation for pages

   J. Listening--Hearing and understanding; involves active participation

   K. Attitude--What you feel about something

   L. Technique--Way of doing something

   M. Reflect--Think about

   N. Recite--Say aloud or to yourself

   O. Topic sentence--Sentence which tells the main idea developed in a paragraph; usually the first or last sentence in the paragraph

   P. Paragraph--Group of sentences which develops a *single* main idea

   Q. Summary--Brief statement or paragraph covering general idea or main points

II. Main points to remember about assignment and classroom listening (Assignment Sheets #1-#4)

   A. What special materials are needed; are they available?

      EXAMPLES: Specific notebook or paper; colored pencils; dictionary

   B. What kinds of books are needed?

      EXAMPLES: Dictionary, encyclopedia, textbook

   C. What page numbers are needed?

INFORMATION SHEET

D. What results are expected?

EXAMPLES: Reading, written assignment, library work, finished product

E. What is the main objective of the assignment?

F. What equipment is needed for the assignment?

EXAMPLES: Specific tools, appliances, machinery

III. Desirable attitudes about study skills (Assignment Sheet #5)

A. Have a positive attitude

B. Know your goals

C. Know yourself

EXAMPLES: Know your strengths and weaknesses; identify your likes and dislikes

(NOTE: The unit "Know Yourself" will help you learn more about yourself.)

IV. Items to consider about study habits (Assignment Sheet #6; Transparencies #1 and #2)

A. Time of day

B. Place

C. Equipment

D. Distractions

EXAMPLES: Tape recorders, stereos, friends, and telephone

V. Steps for surveying a textbook (Assignment Sheets #7 and #8)

(NOTE: Knowing, generally, what is in your textbook will help you complete your assignments. Textbooks are designed to help you learn. They point out main ideas and provide summaries, review sections, and study aids.)

A. Survey complete book from front to back

B. Read preface

C. Check table of contents (Assignment Sheet #7)

D. Look at pictures (Assignment Sheet #8)

E. Note use of boldface type (**like this**), outlines, and chapter divisions

F. Read first and last sentences of a few paragraphs

G. Look to see if chapters have review sections or study questions

INFORMATION SHEET

VI. Steps for reading a textbook (Assignment Sheets #9 and #10)

A. Think about subject matter

B. Read for understanding

(NOTE: Keep in mind the main objective to be learned. Are you reading to find out how to do something? To find and think about main points for later discussion? Or to select facts for a required report? Remember, there is always a purpose for reading a textbook.)

C. Read for main ideas and important details (Assignment Sheets #9 and #10)

D. Question as you read

(NOTE: Jot down questions that you want to ask in class.)

VII. Steps in SQ3R reading method (Assignment Sheets #1 and #11)

A. Survey

(NOTE: Look at complete selection before reading.)

B. Question

(NOTE: As you look through the selection, ask yourself questions about headings, topic sentences, tables, and pictures. Look at study questions or chapter summaries to see if all your questions about the chapter are answered.)

C. Read and reflect

(NOTE: Do not sit down and quickly read the whole chapter. Go over each topic or important paragraph and *think* about what you have read. Try to pick out the most important details, and underline or highlight if permitted. Otherwise, write down details.)

D. Recite

(NOTE: After reading a paragraph, recite either aloud or to yourself what you have read, putting it in your own words. Does it make sense? If not, read again.)

E. Review

(NOTE: It is important to review material several times at different stages in your studying. After you read the chapter for the first time, review material to see if you understand what the author is saying. If you need more information, ask your instructor for reference material.)

INFORMATION SHEET

VIII. Health essentials and how often they are needed (Transparency #3)

(NOTE: The human brain does not function well when it is not well taken care of. It is hard to concentrate, understand, or remember if your brain says you are sleepy, hungry, or in poor health. To acquire good study skills, observe the following health essentials.)

A. Recreation--Regularly

B. Exercise--Daily

C. Sleep--Nightly

(NOTE: The amount of sleep necessary will depend upon the person.)

D. Food--Three times daily

(NOTE: Eat a well-balanced diet, and remember that breakfast is the most important meal of the day. Your body [and brain] needs fuel after a night's sleep.)

IX. Ways to prepare for tests

A. Have a positive attitude

EXAMPLE: "I am going to get a good night's rest, study hard, and do my best." Do not say, "I am going to flunk that exam anyway, so why study?"

B. Study regularly

(NOTE: Do not wait until the night before the test. Study each day after class. Then review the night before you take the test.)

C. Follow a well-organized plan of review

D. Write legible, well-organized notes

E. Memorize needed facts, formulas, principles

(NOTE: Use the best method for you to be able to recall information.)

F. Try to relax and enjoy learning

X. Points to remember when taking a test (Assignment Sheet #12)

A. Read and follow directions carefully

(NOTE: Make sure you give needed information, such as name, date, and student number, in the places indicated.)

B. Note number of questions, value of questions, and time allowed

C. Assign each question a percentage of total time

INFORMATION SHEET

D. Answer easiest questions first; then go back and answer more difficult ones

E. Read each question thoroughly before writing any answer

(NOTE: Make sure you pick out the key words that tell you the meaning of the question.)

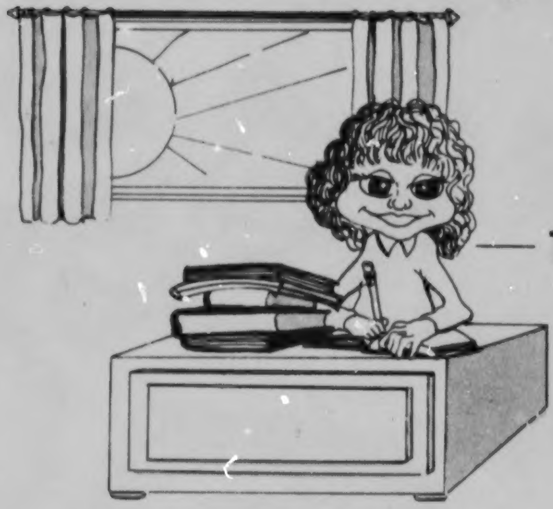
F. If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer

(NOTE: A good way to do this is to lay the test and answer sheet side by side. Keep one finger on the answer sheet, and slide it down or over to the next blank.)

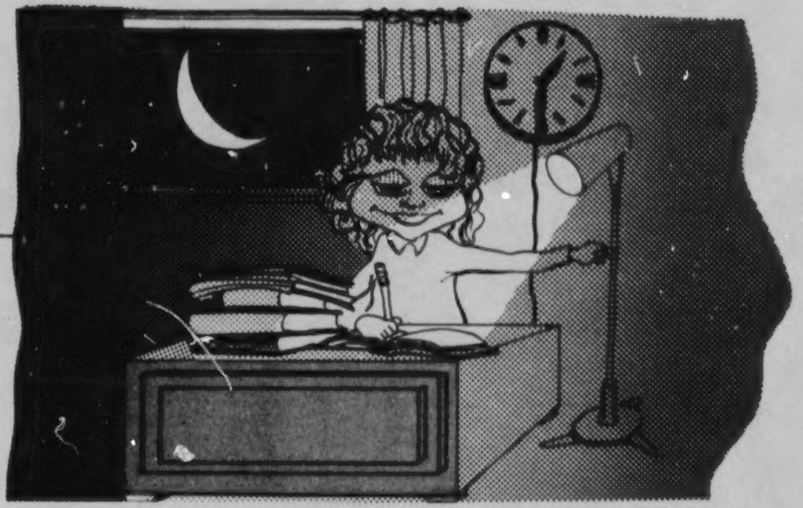
G. Check to see that *all* questions have been answered

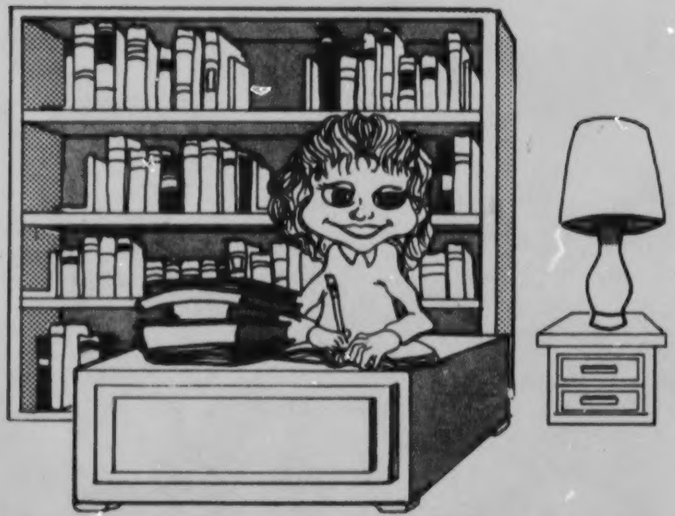
(NOTE: Many times your first answer is correct, so consider carefully before you decide to change an answer.)

Study Habits

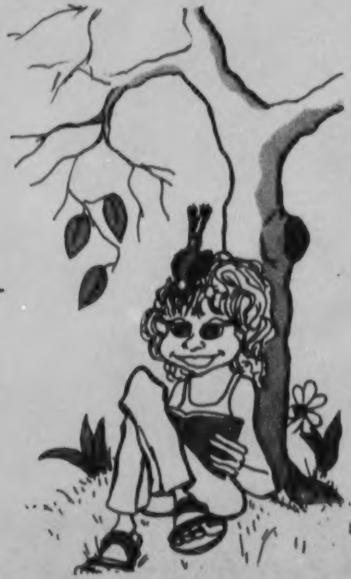


Time of Day



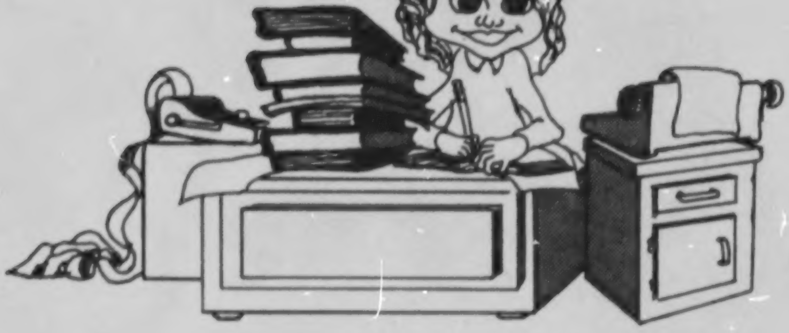


Place

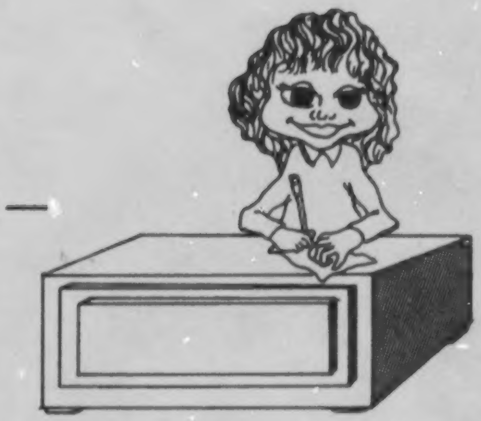


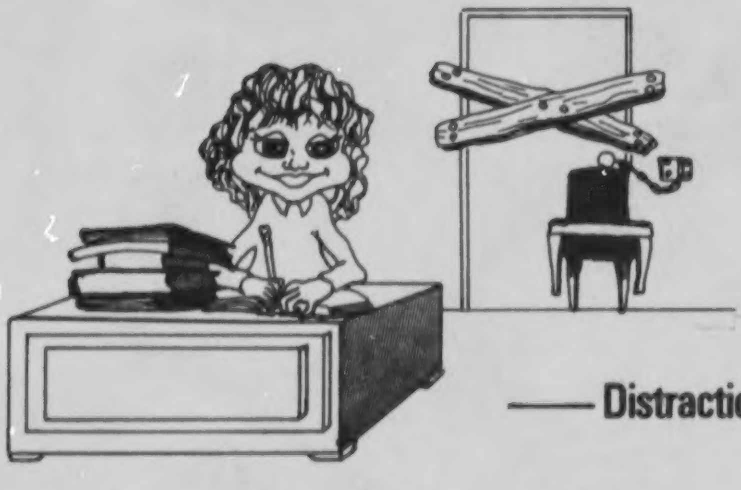
Study Habits

(Continued)

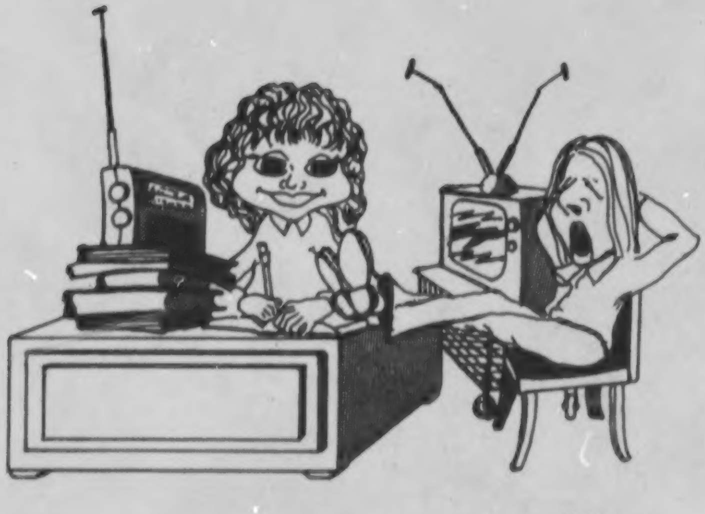


— Equipment —



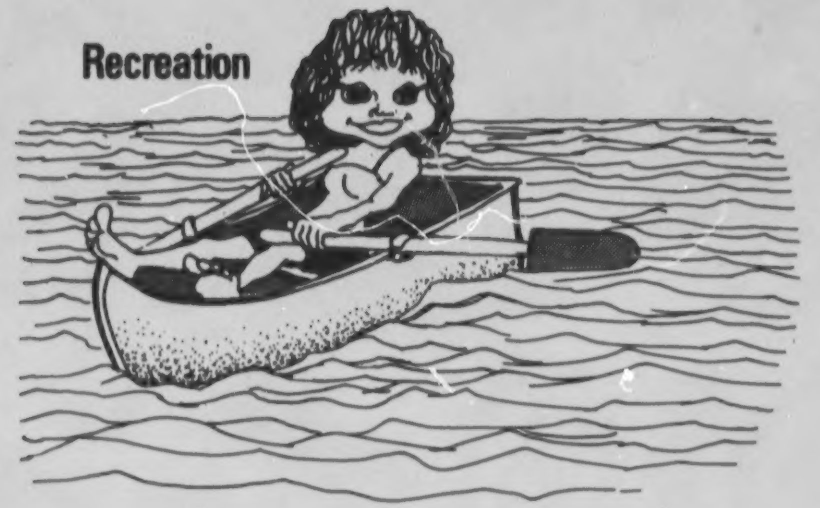


—— Distractions —

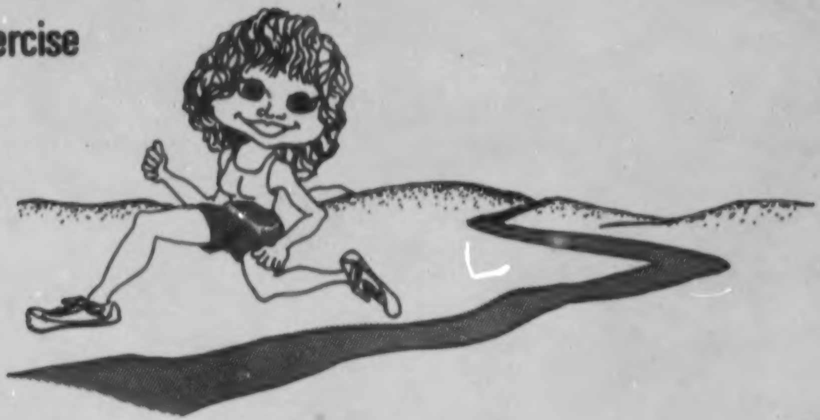


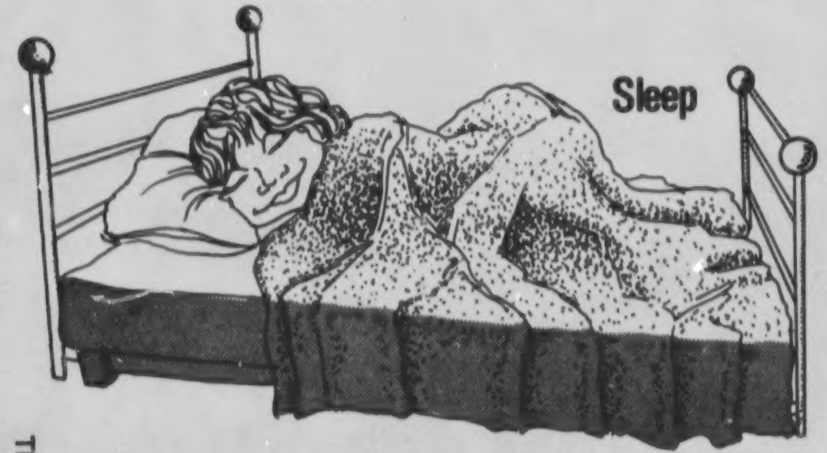
Health Essentials

Recreation



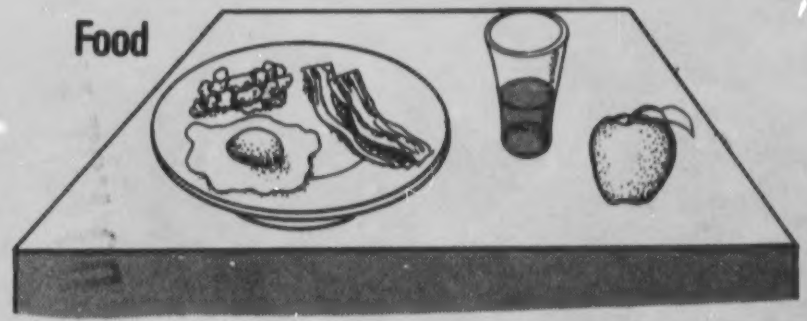
Exercise





Sleep

Food



STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #1--WRITE ASSIGNMENT NOTES

NAME ______________________ SCORE ____________

A good way to remember assignments is to have a pattern for writing them down. Not all assignments need all the same information, but most assignments can be written by completing the following outline.

Date due ______________________

Name of book ______________________

Pages to read ______________________

Questions to answer ______________________

Page with questions ______________________

Special instructions ______________________

PART I

EXAMPLES:

A. "Read pages 47-54 in *General Mechanics.* Complete questions 1-6 on p. 55. Write on your own paper. Assignment is due tomorrow."

1. Date due Tomorrow
2. Name of book General Mechanics
3. Pages to read 47-54
4. Questions to answer 1-6
5. Page with questions 55
6. Special instructions Write on own paper

B. "For tomorrow, read pages 87-94 in *Making Career Choices.* Write 5 careers you are interested in."

1. Date due Tomorrow
2. Name of book Making Career Choices
3. Pages to read 87-94
4. Questions to answer None
5. Page with questions None
6. Special instructions Write 5 careers

ASSIGNMENT SHEET #1

C. "Write a paragraph on your favorite dessert. Title it 'My Favorite Dessert.' Write in ink. Assignment is due Friday. Underline the topic sentence."

1. Date due Friday
2. Name of book None
3. Pages to read None
4. Questions to answer None
5. Page with questions None
6. Special instructions Write paragraph in ink; title "My Favorite Dessert"; underline topic sentence

PART II

Complete the outlines for the following assignments.

A. "Read pages 97-111 in *Skills for Tomorrow*. Write answers to questions 1-8 found on pages 111 and 112. Assignment is due tomorrow."

1. Date due ______
2. Name of book ______
3. Pages to read ______
4. Questions to answer ______
5. Page with questions ______
6. Special instructions ______

B. "Write a paragraph about someone living whom you admire. List at least 4 reasons why you admire this person. Assignment is due Wednesday."

1. Date due ______
2. Name of book ______
3. Pages to read ______
4. Questions to answer ______
5. Page with questions ______
6. Special instructions ______

ASSIGNMENT SHEET #1

C. "Read pages 87-92 in *General Math.* Work problems 1-20 on p. 93 and problems 1-15 on p. 99. Write in your math notebook. Assignment is due day after tomorrow, the 12th."

1. Date due____
2. Name of book____________________________________
3. Pages to read____________________________________
4. Questions to answer______________________________
5. Page with questions______________________________
6. Special instructions_____________________________

ENG I - 23-A

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #2--WRITE ASSIGNMENTS FROM ORAL DIRECTIONS

NAME ______________________________ SCORE ______________

Complete the following assignment outlines after your instructor reads you specific assignments.

A. 1. Date due ______________________________

2. Name of book ______________________________

3. Pages to read ______________________________

4. Questions to answer ______________________________

5. Page with questions ______________________________

6. Special instructions ______________________________

B. 1. Date due ______________________________

2. Name of book ______________________________

3. Pages to read ______________________________

4. Questions to answer ______________________________

5. Page with questions ______________________________

6. Special instructions ______________________________

C. 1. Date due ______________________________

2. Name of book ______________________________

3. Pages to read ______________________________

4. Questions to answer ______________________________

5. Page with questions ______________________________

6. Special instructions ______________________________

ASSIGNMENT SHEET #2

D. 1. Date due______________________________

2. Name of book______________________________

3. Pages to read______________________________

4. Questions to answer______________________________

5. Page with questions______________________________

6. Special instructions______________________________

E. 1. Date due______________________________

2. Name of book______________________________

3. Pages to read______________________________

4. Questions to answer______________________________

5. Page with questions______________________________

6. Special instructions______________________________

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #3--WRITE ASSIGNMENTS FROM WRITTEN DIRECTIONS

NAME ______________________ SCORE ____________

Many teachers write assignments on the board. The following are assignments written on the board by a teacher. Read them and complete the assignment outlines below. Some questions may be answered with "none" or "no."

A. *Art of Bricklaying* Read pp. 102-107
Answer questions 4-7, p. 108
Due Oct. 15, Friday

1. Date due ______________________
2. Name of book ______________________
3. Pages to read ______________________
4. Questions to answer ______________________
5. Page with questions ______________________
6. Special instructions ______________________

B. *Basic Carpentry* Read pp. 89-99
Study questions 1-11, p. 23
Quiz on material tomorrow

1. Date due ______________________
2. Name of book ______________________
3. Pages to read ______________________
4. Questions to answer ______________________
5. Page with questions ______________________
6. Special instructions ______________________

C. Writing assignment
One paragraph on "Making Decisions"
Write in ink, double space, one side of the paper. This assignment is due tomorrow

1. Date due ______________________
2. Name of book ______________________

ASSIGNMENT SHEET #3

3. Pages to read____
4. Questions to answer__________________________________
5. Page with questions__________________________________
6. Special instructions__________________________________

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #4–WRITE MAIN PURPOSE OF DAILY CLASS LESSON

NAME ________________________________ SCORE ______________

You should always know the main purpose of your class activities and assignments. If you do not know, ask your instructor. Choose five classes you have been to this week and write the main purpose of that class's activities.

A. Class ____

Main purpose ____

____

B. Class ____

Main purpose ____

____

C. Class ____

Main purpose ____

____

D. Class ____

Main purpose ____

____

E. Class ____

Main purpose ____

____

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #5--THINK ABOUT YOUR STUDY HABITS

NAME ______________________________ SCORE ______________

This assignment sheet is to be used to assist you in studying more effectively. After class discussion, answer the questions which follow.

	NOTE TAKING	YES	NO
A.	Do you have a notebook for class papers?		
B.	Do you have a separate notebook for writing down assignments?		
C.	Do you keep the notes for one course separated from the notes for other courses?		
D.	Do you take notes in shorthand or use other abbreviations?		
E.	Is your handwriting so poor that your notes are hard to read?		
F.	Do you use brief phrases rather than complete sentences for notes?		
G.	Do you use your class notes when studying for a test?		
H.	Do you review class notes before studying the assigned lesson?		
I.	Do you recopy notes taken in class so that your notebook will be neat?		

	CLASSROOM HABITS		
A.	Do you usually take part in class discussion?		
B.	Do you volunteer to answer questions in class?		
C.	Do you usually enjoy your classes?		
D.	Do you ask questions in class if you do not understand a point made during the class period?		
E.	Are you often late to class?		
F.	Do you often read your mail or doodle during class?		
G.	Are you often daydreaming during class?		
H.	Do you sometimes write letters during the class period?		

ASSIGNMENT SHEET #5

		YES	NO
I.	Do you close your notebook, stack your books, and get ready to leave before the bell rings for the end of class?	☐	☐
J.	Do you turn in written assignments after their date due?	☐	☐
K.	Do you often whisper to your neighbors during class?	☐	☐
L.	If you receive a failing grade on a test, do you discuss it with the teacher?	☐	☐
M.	Are you always making excuses for not doing your work or not doing it well?	☐	☐

HOME STUDY HABITS

		YES	NO
A.	Is there a specific, quiet place in your house where you do your school work?	☐	☐
B.	Do you study with the radio turned on?	☐	☐
C.	Do you study in front of the television?	☐	☐
D.	Is there enough light to study by?	☐	☐
E.	Do you try to reduce distractions?	☐	☐
F.	Do you study while lying on your bed or sitting in an easy chair?	☐	☐
G.	Do you spend more time on subjects you like than on subjects you dislike?	☐	☐
H.	Can you get more done if you study in the library?	☐	☐
I.	Do you frequently allow personal or family problems to interfere with your effort to study?	☐	☐
J.	Do you spend a great deal of time sorting papers, getting a snack, or tidying your room before beginning to study?	☐	☐

HEALTH HABITS

		YES	NO
A.	Do you usually go to bed by 11 P.M.?	☐	☐
B.	Do you plan time for outdoor exercise each day?	☐	☐
C.	Do you usually get up early enough to allow time for breakfast?	☐	☐

ASSIGNMENT SHEET #5

	STUDY TIMES	YES	NO
A.	Have you ever planned a schedule of activities for a day?		
B.	Do you estimate time needed for studying?		
C.	If you plan for study and work, do you follow such a daily plan?		
D.	Do you sometimes study early in the morning?		
E.	Do you always study at night?		
F.	Do you sometimes study in a free hour between classes?		

	READING TEXTBOOKS		
A.	Are you able to recognize the important points in an assigned lesson?		
B.	Do you study charts, diagrams, and other illustrations in the lesson?		
C.	Do you use the SQ3R reading method?		
D.	Do you use the outline points, topic headings, or other chapter divisions as guides to learning?		
E.	Do you usually read the lesson quickly, and then repeat for detail?		
F.	Do you read the topic outlines before reading the chapter?		
G.	Do you turn topic headings into questions for study?		
H.	Do you underline or highlight main ideas and important information?		
I.	Do you take brief, meaningful notes while reading?		

Look at all the questions you answered, and decide what your studying strengths are. List them below.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

ASSIGNMENT SHEET #5

Look at all the questions you answered, and decide what your studying weaknesses are. List them below.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

List below ways you can improve your study skills and strengthen your weak areas.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #6--WRITE YOUR STUDY HABITS

NAME ______________________________ SCORE ____________

Look at the chart in Assignment Sheet #5. Answer the following questions based on your responses on that chart.

A. What time of day is best for you to study? ______________________

____

B. Do you need a certain place to study? ______________________

C. Do you need to have all of your supplies ready to go before you begin studying?

____

D. How do you handle the following distractions?

1. Radio, tape recorder, stereo, television ______________________

____

2. Friends stopping by ______________________

____

3. Family demands and chores ______________________

____

4. Telephone calls ______________________

____

E. Can you estimate time needed for studying? Why or why not? ______________

____

____

____

____

____

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #7--USE A TABLE OF CONTENTS

NAME ________________________________ SCORE ______________

A table of contents can help you quickly find information that you need. Study the following table of contents and answer the questions which follow.

TABLE OF CONTENTS

The Story of Electricity 9

Atoms Are Made of Electricity 16

Magnets and Electromagnets 29

Generators 38

Use of Electricity in Telephones 50

Electron Tubes 62

Radio and Television 71

The Future 83

A. Where would you look to find future possibilities for the use of electricity?

Chapter ____

Page ______________________

B. Where would you look to find out about electricity in radio and television?

Chapter ____

Page ______________________

C. Where would you look to read about electromagnets?

Chapter ____

Page ______________________

D. Where would you look to read about the nucleus of an atom?

Chapter ____

Page ______________________

ASSIGNMENT SHEET #7

E. Where would you look to find out about how electricity is used to send voices over great distances?

Chapter ____

Page ____________________

STUDY SKILLS
UNIT I

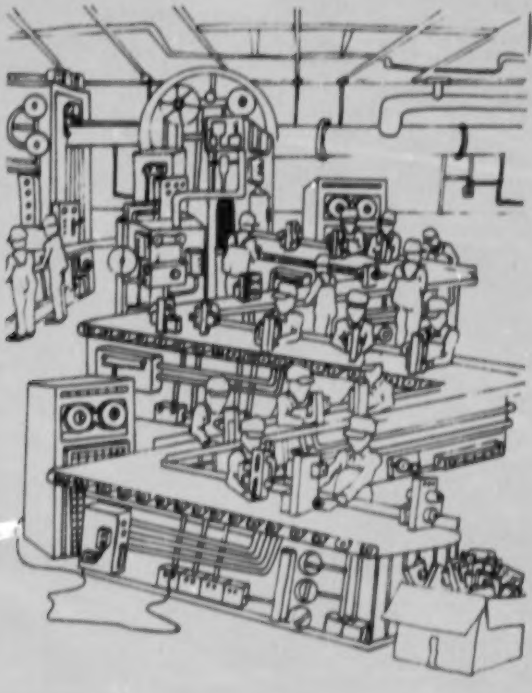
ASSIGNMENT SHEET #8--WRITE INFORMATION FROM PICTURES

NAME ______________________ SCORE __________

The saying "A picture is worth a thousand words" contains more than a little truth. Pictures contain information. Pictures can help you learn. To *read* pictures, you must study small as well as large details. Look carefully at the pictures below. Answer the questions which follow.

PART I

FIGURE 1



A. Do you think that this is a picture of a large or a small company? __________

Why? ______________________

____

B. Do you think that this picture shows workers fifty years ago? Why or why not?

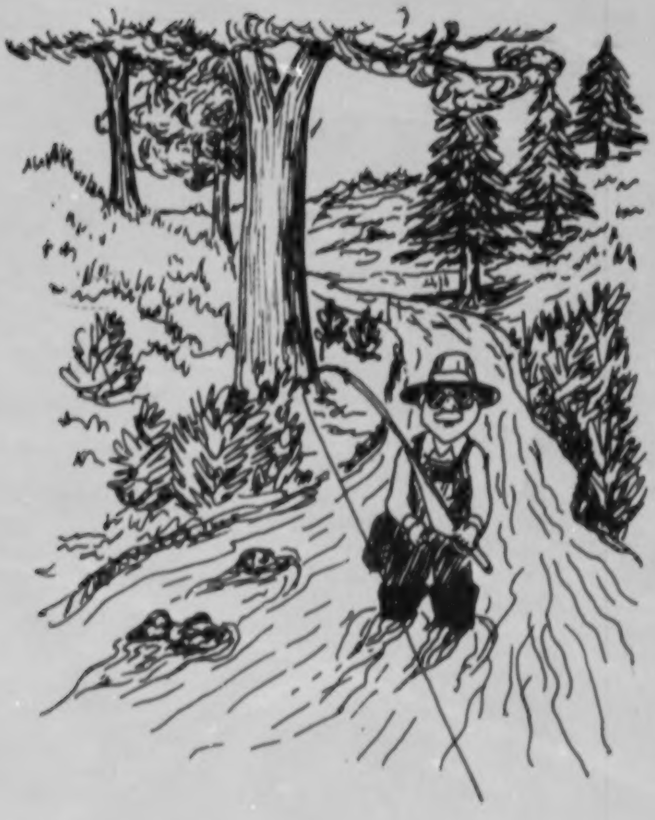
____

____

____

ASSIGNMENT SHEET #8

FIGURE 2



C. What is this person doing?____________________________________

____

D. How does he keep his feet dry?____________________________________

____

E. Why doesn't he fish from the bank?____________________________________

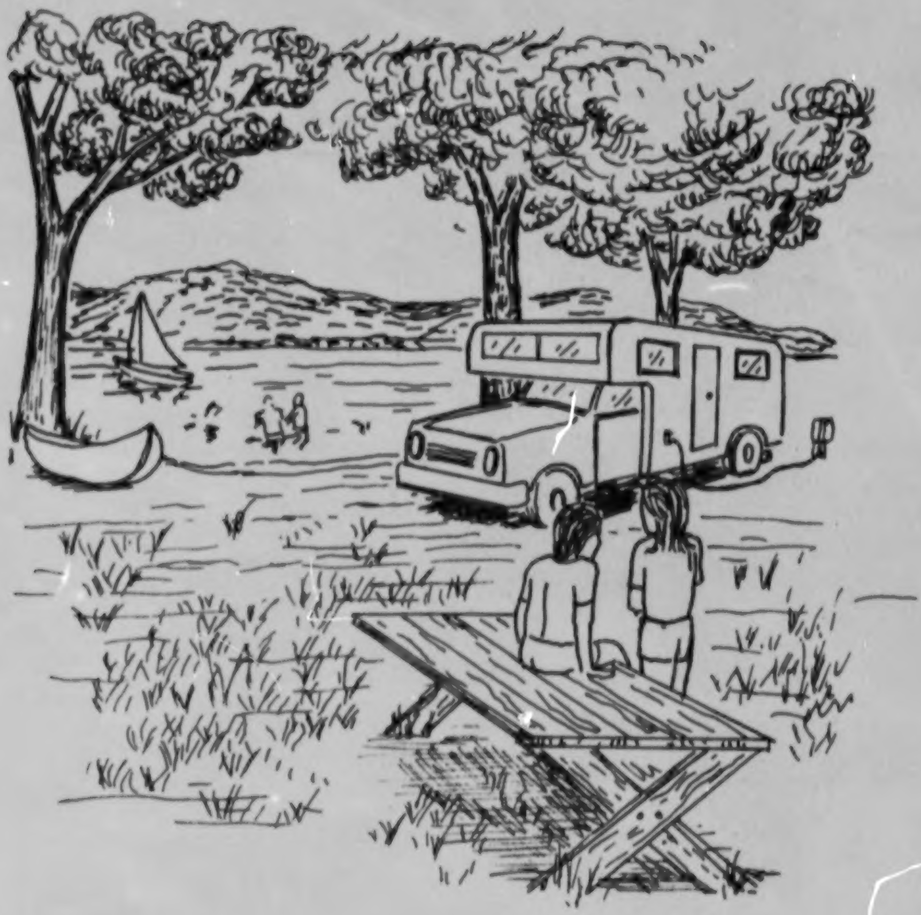
____

____

ASSIGNMENT SHEET #8

PART II

FIGURE 3



A. Are the people in this picture working or on vacation?____________________

____

B. What time of year is it?________________________________

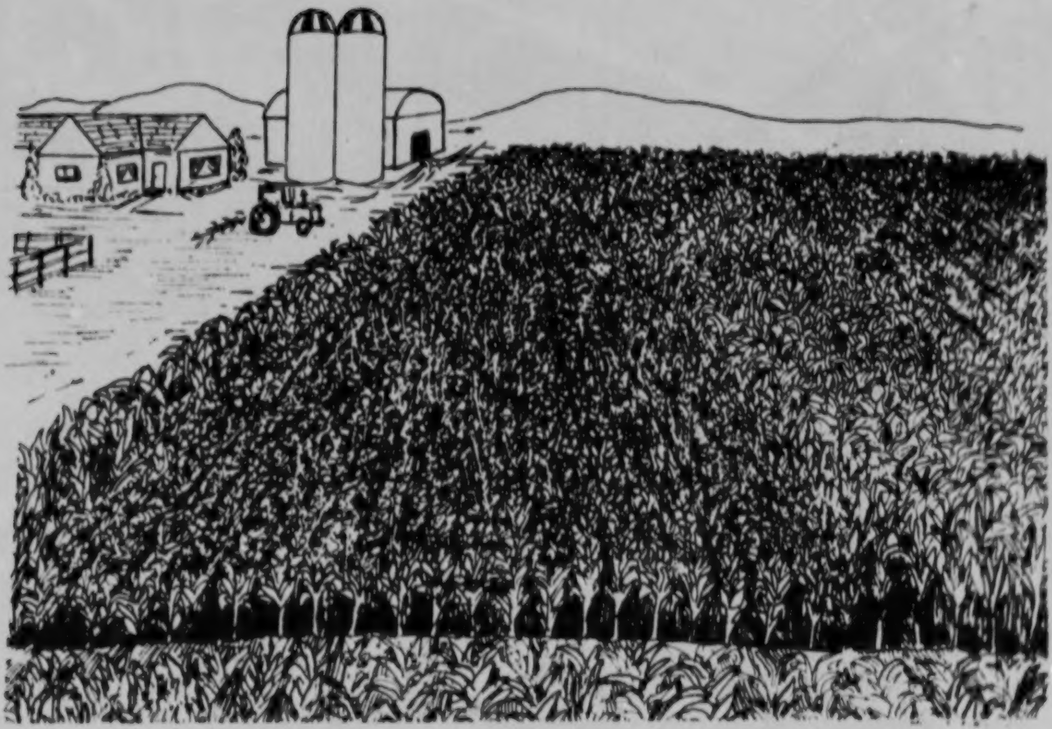
____

C. How can you tell?____________________________________

____

ASSIGNMENT SHEET #8

FIGURE 4



D. Is the farm in this picture large or small?____________________________

____

E. How can you tell?____

____

F. What is being raised here?___________________________________

____

G. Do you think that this picture shows something that is happening today or a hundred years ago? Why?____

____

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #9--SELECT MAIN IDEAS

NAME ______________________________ SCORE ______________

Finding the main idea of a paragraph will help you in your reading. Read each of the following paragraphs. Below each paragraph are listed three choices for main ideas. Write an "X" in the blank before the main idea of each paragraph.

A. Fiction books are my favorite books. I like to read them for three specific reasons. First, I like to use my imagination and pretend to be someone else. Second, I like to read about other people in real-life situations. And third, I like to escape real life and move into other worlds.

_____1. Fiction books are my favorite books.
_____2. And third, I like to escape real life and move into other worlds.
_____3. I like to read them for three specific reasons.

B. There are several different ways to find a job. One good way is through use of a public or private agency. Another way is to check newspaper listings. Finally, you can ask your friends and relatives. Most people can find a job by using one of these methods.

_____1. Most people can find a job by using one of these methods.
_____2. There are several different ways to find a job.
_____3. One good way is through use of a public or private agency.

C. My neighbor had a garage sale last month and made $400. My cousin had a garage sale last week and made $250. I also heard of a man who made $495 by having a garage sale. Thus, you can see how profitable garage sales can be.

_____1. My cousin had a garage sale last week and made $250.
_____2. My neighbor had a garage sale last month and made $400.
_____3. Thus, you can see how profitable garage sales can be.

D. My family enjoys many types of sports. My father is an avid golfer; my mother enjoys bowling. Both of my brothers play basketball and racquetball. I love tennis and play five times a week.

_____1. My family enjoys many types of sports.
_____2. My father is an avid golfer; my mother enjoys bowling.
_____3. I love tennis and play five times a week.

E. Bird watching is a fascinating and inexpensive hobby. All the amateur birder needs is a pair of binoculars, a good field guide, and his or her own backyard. Thus equipped, the amateur birder can identify and record sightings of many species. Backyard birders have spotted jays, cardinals, mockingbirds, thrashers, chickadees, woodpeckers, sparrows, and many other species. Why don't you become a backyard birder?

_____1. Why don't you become a backyard birder?
_____2. Thus equipped, the amateur birder can identify and record sightings of many species.
_____3. Bird watching is [illegible]cinating and inexpensive hobby.

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #10--SELECT IMPORTANT DETAILS

NAME ______________________ SCORE ______________

Facts can help you make certain decisions. Decide which fact in the following paragraphs would be most important to the person mentioned in each statement following the paragraph. Write that fact in the space provided.

A. A new type of radio is now available in this area. Townson's Department Store and Jimmy's Electronics are the only stores in town that have them available. Several features make this radio unique. It can be placed on 110 volts AC or on a 9-volt DC battery. The radio is light, weighing only two pounds. Townson's is now offering this radio at the reduced price of $29.95.

EXAMPLE: Susan wants to find a store in her area that is selling a new type of radio.

Townson's Department Store and Jimmy's Electronics

1. Connie has $35 to buy a radio.

____

____

2. Jeff is looking for a lightweight radio.

____

____

3. Mr. Coxsen wants a radio that can be run by battery.

____

____

B. The homecoming parade has been scheduled for Saturday, October 5, at 9:30 a.m. The route will not be the same as last year's parade. This year the parade will begin at Westview School on North Trenton, continue south on Trenton to Main Street, and then follow Main Street to 16th, where it will end. Prizes will be awarded for the best band and the best float. The football game will be played at 2:00 p.m.

1. Ann is supposed to meet the rest of the cheerleaders at the beginning of the parade at 9:00.

____

____

ASSIGNMENT SHEET #10

2. Mr. and Mrs. Cott plan to come to town to see the game.

3. Jeff wants to win a prize.

4. Scott wants to meet a friend at the end of the parade.

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #11--USE THE SQ3R READING METHOD

NAME ______________________________ SCORE ______________

Your instructor will assign a chapter of a book to the entire class. You are to use the SQ3R method to read it. The following questions should guide you.

A. **Survey**--Look through the entire chapter

B. **Question**

1. What is the main idea of the chapter?______________________________

____

2. Are there pictures illustrating ideas in the chapter?__________________
3. Are there charts or graphs?______________________________
4. Are there study questions?______________________________
5. Are there headlines or boldface words?______________________
6. Is the chapter divided into parts?__________________________
7. Is there a summary?______________________________

C. **Read and reflect**--Read the chapter, stopping after each section or paragraph to think about what you have read

D. **Recite**--After each paragraph, tell yourself what you have read. If your instructor requires it, underline or write the topic sentence of each paragraph

E. **Review**--Look over the chapter the next day. Can you remember what it was about?

STUDY SKILLS
UNIT I

ASSIGNMENT SHEET #12--SELECT FROM A LIST POINTS TO REMEMBER WHEN TAKING A TEST

NAME ______________________________ SCORE ______________

Write an "X" before each statement that is a point to remember when taking a test. You may refer to Objectives IX and X on your Information Sheet.

_____A. Read and follow directions carefully

_____B. Be the first one finished

_____C. Write in cursive, not printing

_____D. Note number of questions, value of questions, and time allowed

_____E. Always bring a snack

_____F. Answer easiest questions first; then go back and answer more difficult ones

_____G. Read each question thoroughly before writing any answer

_____H. Work from back to front

_____I. Check to see that *all* questions have been answered

_____J. If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer

STUDY SKILLS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

PART II

A. 1. Tomorrow
   2. *Skills for Tomorrow*
   3. 97-111
   4. 1-8
   5. 111, 112
   6. None

B. 1. Wednesday
   2. None
   3. None
   4. None
   5. None
   6. Write a paragraph about someone living whom I admire. List 4 reasons.

C. 1. Day after tomorrow, the 12th
   2. *General Math*
   3. 87-92
   4. 1-20, 1-15
   5. 93, 99
   6. Write in math notebook

Assignment Sheet #2

A. 1. Tomorrow
   2. *Basic Homemaking*
   3. 34-50

ANSWERS TO ASSIGNMENT SHEETS

4. 1-10
5. 51
6. Write in notebook

B.
1. Tomorrow
2. None
3. None
4. None
5. None
6. Write a paragraph of my career goal after high school; write at least 3 reasons why I chose the career

C.
1. Friday
2. None
3. None
4. None
5. None
6. Write a business letter to the tourist bureau of any state, asking for information about the state

D.
1. Due the 15th
2. *English Skills*
3. 111-120
4. 1-15
5. 121
6. Copy the questions; write answers on a piece of notebook paper

E.
1. Tomorrow
2. *Home Improvement*
3. None
4. All
5. 18
6. Be prepared to discuss questions in class

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

A. 1. Oct. 15, Friday

2. *Art of Bricklaying*

3. 102-107

4. 4-7

5. 108

6. None

B. 1. Tomorrow

2. *Basic Carpentry*

3. 89-99

4. 1-11

5. 23

6. Study questions for quiz

C. 1. Tomorrow

2. None

3. None

4. None

5. None

6. Write paragraph on "Making Decisions"; write in ink; double space; one side of the paper

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #7

A. The Future
83

B. Radio and Television
71

C. Magnets and Electromagnets
29

D. Atoms are Made of Electricity
16

E. Use of Electricity in Telephones
50

Assignment Sheet #8

PART I

A. Large; many people working

B. No; modern equipment, dress, and product

C. Fishing or fly-fishing

D. With boots

E. His line would get caught in the trees

PART II

A. On vacation

B. Summer or spring

C. Leaves on trees; people in lightweight clothes

D. Large

E. Size of field and farm; two silos; tractor

F. Corn

G. Today; modern vehicle and house

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #9

A. 1

B. 2

C. 3

D. 1

E. 3

Assignment Sheet #10

A. 1. Townson's is now offering this radio at the reduced price of $29.95

   2. The radio is light, weighing only two pounds

   3. It can be played on 110 volts AC or on a 9-volt DC battery

B. 1. This year the parade will begin at Westview School on North Trenton

   2. The football game will be played at 2:00 p.m.

   3. Prizes will be awarded for the best band and the best float

   4. Follow Main Street to 16th, where parade will end

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

Assignment Sheet #12--A, D, F, G, I, J

STUDY SKILLS
UNIT I

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Purpose; intention

_____b. Abbreviation for pages

_____c. Method of doing something

_____d. Looking something over; skimming

_____e. Taking part in

_____f. Basic; main; necessary item or information

_____g. Something which takes your attention away from what you are doing or studying

_____h. Writing that is neat enough to be read

_____i. Abbreviation for page

_____j. Hearing and understanding; involves active participation

_____k. Think about

_____l. What you feel about something

_____m. Say aloud or to yourself

_____n. Way of doing something

_____o. Brief statement or paragraph covering general idea or main points

_____p. Sentence which tells the main idea developed in a paragraph; usually the first or last sentence in the paragraph

_____q. Group of sentences which develops a *single* main idea

1. Participation
2. Essential
3. Objective
4. Distraction
5. Process
6. Surveying
7. Legible
8. pp.
9. p.
10. Listening
11. Attitude
12. Technique
13. Reflect
14. Recite
15. Paragaph
16. Summary
17. Topic sentence

TEST

2. Select from the following list main points to remember about assignment and classroom listening. Write an "X" in the blank before each correct answer.

_____ a. What kinds of books are needed?

_____ b. What is the time of day?

_____ c. What results are expected?

_____ d. What is the main objective of the assignment?

_____ e. What page numbers are needed?

_____ f. What special materials are needed, are they available?

_____ g. What is on the lunch menu?

_____ h. What equipment is needed for the assignment?

3. Select from the following list desirable attitudes about study skills. Write an "X" in the blank before each correct answer.

_____ a. Have a positive attitude

_____ b. Know your goals

_____ c. Leave learning to the teachers

_____ d. Know yourself

_____ e. Expect no homework

4. Name four items to consider about study habits.

a. ____

b. ____

c. ____

d. ____

5. Arrange in order steps for surveying a textbook. Write a "1" before the first step, a "2" before the second step, and so on.

_____ a. Survey complete book from front to back

_____ b. Look to see if chapters have review sections or study questions

_____ c. Look at pictures

_____ d. Check table of contents

TEST

_____e. Read first and last sentences of a few paragraphs

_____f. Note use of boldface type (**like this**), outlines, and chapter divisions

_____g. Read preface

6. List steps for reading a textbook.

   a. ____________________

   b. ____________________

   c. ____________________

   d. ____________________

7. Arrange in order steps in SQ3R reading method. Write a "1" before the first step, a "2" before the second step, and so on.

_____a. Review

_____b. Survey

_____c. Question

_____d. Recite

_____e. Read and reflect

8. Match health essentials to how often they are needed. Write the correct numbers in the blanks.

_____a. Sleep	1. Regularly
_____b. Exercise	2. Daily
_____c. Food	3. Nightly
_____d. Recreation	4. Three times daily

9. Select from the following list ways to prepare for tests. Write an "X" in the blank before each correct answer.

_____a. Have a positive attitude

_____b. Study through the night

_____c. Study regularly

_____d. Study while talking with friends

_____e. Memorize needed facts, formulas, principles

TEST

_____f. Write legible, well-organized notes

_____g. Try to relax and enjoy learning

_____h. Follow a well-organized plan of review

_____i. Ask parents for help

_____j. Study just before the test

10. Select from the following list points to remember when taking a test. Write an "X" in the blank before each correct answer.

_____a. Concentrate on difficult parts of test first

_____b. Read each question thoroughly before writing any answer

_____c. Read and follow directions carefully

_____d. Finish as quickly as you can

_____e. Never change your answers

_____f. Answer all questions in sequence

_____g. Note number of questions, value of questions, and time allowed

_____h. Check to see that *all* questions have been answered

_____i. If answer sheets are being used, check carefully to make sure that the number of the question matches the number of the answer

_____j. Do not be the last to finish

_____k. Assign each question a percentage of total time

_____l. Always try to finish first

_____m. Answer easiest questions first, then go back and answer more difficult ones

STUDY SKILLS
UNIT I

ANSWERS TO TEST

1. a. 3
   b. 8
   c. 5
   d. 6
   e. 1
   f. 2
   g. 4
   h. 7
   i. 9
   j. 10
   k. 13
   l. 11
   m. 14
   n. 12
   o. 16
   p. 17
   q. 15
2. a, c, d, e, f, h
3. a, b, d
4. a. Time of day
   b. Place
   c. Equipment
   d. Distractions
5. a. 1
   b. 7
   c. 4
   d. 3
   e. 6
   f. 5
   g. 2
6. a. Think about subject matter
   b. Read for understanding
   c. Read for main ideas and important details
   d. Question as you read
7. a. 5
   b. 1
   c. 2
   d. 4
   e. 3

ANSWERS TO TEST

8. a. 3
   b. 2
   c. 4
   d. 1
9. a, c, e, f, g, h
10. b, c, g, h, i, k, m

IMPORTANCE OF SCHOOL RECORDS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to name six components of school records, discuss how employers gain access to school records, and know the importance of a satisfactory school record. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with school records to their correct definitions.
2. Name six components of school records.
3. Describe how employers may gain access to school records.
4. Describe the importance of having a satisfactory school record.
5. Choose an employee from applications.
6. Complete information sheet about school records.

IMPORTANCE OF SCHOOL RECORDS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Provide students with objective sheet.
- B. Provide students with information and assignment sheets.
- C. Discuss information and assignment sheets.
- D. Invite a resource person or former student from the community or school, perhaps a personnel manager of a company, to talk to the class about what employers look for in employees.
- E. Bring to class a school record form, and show students its components.
- F. Invite the school counselor to talk about school records and standardized test scores.
- G. Give test.
- H. Reteach if necessary.

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Assignment sheets
  - 1. Assignment Sheet #1--Choose an Employee from Applications
  - 2. Assignment Sheet #2--Complete Information Sheet about School Records
- E. Answers to assignment sheets
- F. Test
- G. Answers to test

III. Unit reference--Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

IMPORTANCE OF SCHOOL RECORDS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Employer--Person who hires people to work for him or her

   B. Employee--Person who works for another person

   C. Applicant--Person who applies for a job

   D. Application--Form to be filled out when applying for a job

   E. Components--Parts

   F. Access--Ability to get to

   G. Verify--Establish the truth; make sure

II. Components of school records (Assignment Sheet #1)

   A. Standardized test scores

   B. Grades

   C. Attendance

   D. Discipline

   E. Subjects taken

   F. Activities, honors

III. How employers may gain access to school records (Assignment Sheet #2)

   A. Employers are able to see a copy of school records if student signs a release

   B. By calling the school, employers are always able to verify information an applicant has supplied

   EXAMPLE: A company can call the school to verify the grades an applicant has filed on his or her application

IV. Importance of having a satisfactory school record

   A. Indicate future employee's work habits

   B. Indicate future employee's work skills

   C. Contain attendance records

   (NOTE: Employers look at school attendance records to predict the future employee's work attendance.)

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IMPORTANCE OF SCHOOL RECORDS
UNIT II

ASSIGNMENT SHEET #1--CHOOSE AN EMPLOYEE FROM APPLICATIONS

NAME ______________________ SCORE ______________

You are hiring an assistant. Both of the following applicants have given permission for their high school records to be sent to you. You have received the following records. Choose the applicant you would hire.

1. Sullivan, Mary Louise — 03457693 — 4/18/61
Last name First Middle — Student No. — Birthdate

2. **Father:** Earl Thomas Sullivan **Mother:** Margaret Louise Sullivan

3. **Address:** 114518 S. Ninth St.
Newcastle, Oklahoma 74139

4. **Attendance:**

	9th	10th	11th	12th
1/2 Days Present	350	355	359 1/2	358
1/2 Days Absent	10	5	1/2	2

5. **Grades:**

9th		10th		11th		12th	
English	B	English	C	English	B	English	B
Okla. History	C	History	C	History	B	History	B
Mathematics	C	CVET	C	Science	C	Bus. Math	B
CVET	C	Science	B	Typing I	A	Typing II	A
Physical Educ.	B	Physical Educ.	C	Careers	A	Physical Educ.	B
CVET	B	CVET	B	Physical Educ.	B	Shorthand	B

6. **Activities:** Basketball, Vocational Club Secretary, Typing Award--12th grade

7. **Disciplinary problems:** None

8. **Standardized test scores:** Available upon specific request.

ASSIGNMENT SHEET #1

1.	Kanary,	Deborah	Jane	03457662	11/5/60
	Last name	First	Middle	Student No.	Birthdate

2. **Father:** Michael Carl Kanary **Mother:** Lisa Angela Kanary

3. **Address:** 115 E. Frisco Lane
Newcastle, Oklahoma 74139

4. **Attendance:**

	9th	10th	11th	12th
1/2 Days Present	289	273	310	247
1/2 Days Absent	71	87	50	113

5. **Grades:**

9th		10th		11th		12th	
English	C	English	D	English	C	English	D
Okla. History	D	History	F	Music	B	Music	B
Mathematics	F	Mathematics	D	Homemaking	C	Homemaking	D
Physical Educ.	D	Physical Educ.	D	Physical Educ.	C	Physical Educ.	D
CVET	C	CVET	D	Typing I	C	Typing II	D
CVET	C	CVET	C	Careers	C	Shorthand	F

6. **Activities:** None

7. **Disciplinary problems:** One suspension

8. **Standardized test scores:** Available upon specific request.

A. Which person would you hire? ______________________________

B. Why? ______________________________

____

____

____

IMPORTANCE OF SCHOOL RECORDS
UNIT II

ASSIGNMENT SHEET #2--COMPLETE INFORMATION SHEET ABOUT SCHOOL RECORDS

NAME ______________________________ SCORE ____________

Answer the following questions about school records. You may use your Information Sheet.

A. Name six components of a school record.

1. ____
2. ____
3. ____
4. ____
5. ____
6. ____

B. Choose three of these components that you plan to improve this year.

1. ____
2. ____
3. ____

C. How can a future employer get a copy of your complete school record?

____

____

____

____

D. Can a future employer check with the school to see if information an applicant has supplied about his or her school record is true?

____

IMPORTANCE OF SCHOOL RECORDS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Mary Louise Sullivan

B. Better grades; better attendance record; applicant involved in useful school activities; no disciplinary problems

Assignment Sheet #2

A. 1. Standardized test scores
   2. Grades
   3. Attendance
   4. Discipline
   5. Subjects taken
   6. Activities, honors

B. Evaluated to the satisfaction of the instructor

C. Employers are able to see a copy of school records if student signs a release

D. Yes

IMPORTANCE OF SCHOOL RECORDS
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms associated with school records to their correct definitions. Write the correct numbers in the blanks.

_____ a. Ability to get to

_____ b. Parts

_____ c. Person who hires people to work for him or her

_____ d. Person who applies for a job

_____ e. Person who works for another person

_____ f. Establish the truth; make sure

_____ g. Form to be filled out when applying for a job

1. Employer
2. Employee
3. Applicant
4. Application
5. Components
6. Access
7. Verify

2. Name six components of school records.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

e. ______________________________

f. ______________________________

3. Describe how employers may gain access to school records-- ______________________________

____

____

____

____

TEST

4. Describe the importance of having a satisfactory school record--________________

____

____

____

(NOTE: Test questions 5 and 6 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

5. Choose an employee from applications.

6. Complete information sheet about school records.

IMPORTANCE OF SCHOOL RECORDS
UNIT II

ANSWERS TO TEST

1. a. 6
   b. 5
   c. 1
   d. 3
   e. 2
   f. 7
   g. 4
2. a. Standardized test scores
   b. Grades
   c. Attendance
   d. Discipline
   e. Subjects taken
   f. Activities, honors
3. Descriptions should include
   a. Employers are able to see a copy of school records if student signs a release
   b. By calling the school, employers are always able to verify information an applicant has supplied
4. a. Indicate future employee's work habits
   b. Indicate future employee's work skills
   c. Contain attendance records
5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor

VOCABULARY
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to use CVET-related words in sentences. The student should also be familiar with their spelling, definitions, and dictionary arrangement. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match terms associated with the use of the dictionary to their correct definitions.
3. Select from a list rules to help you spell correctly.
4. Select from a list rules used to divide words into syllables.
5. Select from a list rules about alphabetical order.
6. Divide words into syllables.
7. Select from a list words that are divided correctly.
8. Arrange words in alphabetical order.
9. Select from a list words that are spelled correctly.
10. Mark accents on syllables.
11. Write definitions of words.
12. Write sentences using given words.

VOCABULARY
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Make transparencies.

D. Discuss information sheet.

E. Discuss assignment sheets.

F. Have students make cards containing prefixes and suffixes. Then give the students root words so that they can form their own words.

G. Play "Dictionary Scramble." Give words one at a time, either orally or written on the chalkboard. See which student can find the word first in the dictionary.

H. Discuss various pronunciations in different areas of the nation.

EXAMPLES: Many Oklahomans pronounce short "e" like "i"--*limon* for lemon; *pin* for pen; *git* for get. Some people in Massachusetts drop the final "r" from words--*fathe* for father; *ca* for car. Furthermore, some tend to add "er" to words ending in vowels--*Cuber* for Cuba; *idear* for idea, etc.

I. Give each student a card with a suffix or prefix and root that do not go together. Let the student find a partner who has the matching part. One, two, or three words could be used.

J. Use 10 words per week. Have students use the words in a sentence and spell, alphabetize, and define them. Continue this activity over many weeks.

K. Have students use their weekly vocabulary words to write a paragraph.

L. Put each word on a separate card. Have students arrange cards in alphabetical order.

M. Let students make ther own vocabulary lists.

N. Use available commercial word games such as *Scrabble, Password,* and *Hangman.*

O. Have students write sentences using each letter of each specific word to begin a word in the new sentence.

EXAMPLE: vise--Vera, is Shirley energetic?

SUGGESTED ACTIVITIES

P. Teach word meaning by using context clues. Bring magazines to class or make copies of an article. Select some words from a paragraph that have dual meanings. In an oral assignment ask students to define the words. Then read the paragraph. Talk about the dual meaning and how the context in which a word is used determines its meaning. Let students circle some words in the magazine, and then write on paper another sentence using the circled word in another context.

Q. Give test.

R. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Transparency masters

1. TM #1--Alphabetical Order by Second Letter
2. TM #2--Alphabetical Order by Third Letter
3. TM #3--Alphabetical Order of Similar Words
4. TM #4--Synonyms
5. TM #5--Antonyms
6. TM #6--Homonyms

E. Assignment sheets

1. Assignment Sheet #1--Divide Words into Syllables
2. Assignment Sheet #2--Match Rules Used to Divide Words into Syllables to Correctly Divided Words
3. Assignment Sheet #3--Arrange Words in Alphabetical Order
4. Assignment Sheet #4--Select from a List Words that are Spelled Correctly
5. Assignment Sheet #5--Mark Accents on Syllables
6. Assignment Sheet #6--Write Definitions of Words
7. Assignment Sheet #7--Write Sentences Using Given Words

SUGGESTED ACTIVITIES

8. Assignment Sheet #8--Choose Words from a Grid
9. Assignment Sheet #9--Unscramble Words
10. Assignment Sheet #10--Complete Crossword Puzzles
11. Assignment Sheet #11--Circle Words That You Use
12. Assignment Sheet #12--Write Synonyms, Antonyms, and Homonyms
13. Assignment Sheet #13--Write New Words from Given Words

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Kottmeyer, William, and Audry Claus. *Basic Goals In Spelling.* New York: McGraw Hill Book Co., 1972.

B. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

VOCABULARY
UNIT III

INFORMATION SHEET

I. Terms and definitions

- A. Alphabetical order--Arrangement following the order of the alphabet
- B. Alphabetize--To place items according to the order of the alphabet
- C. Compound word--Two words written as one word

  EXAMPLES: Pancake, everybody, earring

  (NOTE: Some compound words contain hyphens.)

  EXAMPLES: Son-in-law, Afro-American
- D. Consonants--All letters of the alphabet except *a, e, i, o, u*
- E. Diagonal--Slanting direction
- F. Grid--Framework of parallel bars, wires, letters, etc.
- G. Pattern--An established method
- H. Punctuation--Periods, commas, question marks, etc.
- I. Sentence--Group of words containing a subject and verb and expressing a complete thought
- J. Vowels--The letters *a, e, i, o, u* and sometimes *y*
- K. Synonyms--Words similar in meaning but different in spelling (Assignment Sheet #12; Transparency #4)

  EXAMPLES: lovely/beautiful; brave/fearless
- L. Antonyms--Words opposite in meaning and different in spelling (Assignment Sheet #12; Transparency #5)

  EXAMPLES: lie/stand; soft/hard
- M. Homonyms--Words similar in sound but different in spelling and meaning (Assignment Sheet #12; Transparency #6)

  EXAMPLES: pane/pain; their/there/they're

II. Terms associated with the use of the dictionary

- A. Accent mark--Mark (') placed above a syllable to show that the syllable is spoken with stress upon it

  EXAMPLE: ak' sent

INFORMATION SHEET

B. Dictionary--Book of alphabetically listed words in a language; gives correct spellings, meanings, and pronunciations (Assignment Sheets #5-#7)

C. Prefix--Syllable *before* a root or word that changes word meaning

EXAMPLES: *Mis* + spell = misspell; *in* + correct = incorrect; *bi* + cycle = bicycle

D. Root--Syllable or syllables upon which another word is built; main part of a word; base or stem

EXAMPLES: *duct* = lead
conduct = to lead
conductor = one who leads

ject = throw
reject = to throw off

voc = call
vocation = one's calling, trade, profession, or career

E. Stress--Emphasis; importance

F. Suffix--Syllable *following* a root or word

EXAMPLES: agree + *able* = agreeable; warm + *er* = warmer; act + *ion* = action

G. Syllable--Part of a word spoken with a single sound

EXAMPLES: tech - ni - cal (3 syllables)

H. Vocabulary--All the words of a language (Assignment Sheets #8-#11 and #13)

III. Rules to help you spell correctly (Assignment Sheet #4)

(NOTE: Words cannot always be spelled by sound. Although there are many rules in spelling, they do not always apply and there are many exceptions to these rules. The best thing to do is to check a word with the dictionary for the correct spelling.)

A. Keep a list of words you misspell often

B. Get in the habit of using the dictionary

C. Learn to pronounce words correctly

EXAMPLE: If you pronounce *athletic* correctly, you will not spell it incorrectly

D. Look at the word and say each syllable slowly; keep a mental picture of how the word looks

INFORMATION SHEET

E. Check for suffix and prefix

(NOTE: Prefixes and suffixes rarely change the root or word to which they are added; thus *mis* added to *spell* is misspell, and *ness* added to *mean* is mea*nn*ess.)

F. Learn helpful spelling rules and practice them

EXAMPLE: Write *i* before *e* except after *c* or when sounded like *a* as in ne*i*ghbor and we*i*gh

G. Try some memory tricks

EXAMPLES: You h*ear* with your *ear*
The word *here* is contained in its opposite t*here*
There is no word in English ending in *full* except *full*
The word sep*arat*e has *a rat* in it
The princi*pal* of your school is your *pal*
The word *dessert* contains two *s's*--you want a second helping
The word *except* means "to leave out," and "x" crosses out

H. Practice writing the word

I. Spell the word correctly each time you write it

(NOTE: Proofread your papers before handing them in. Look up in a dictionary all words you are unsure of.)

J. Say word aloud each time after writing it

IV. Rules used to divide words into syllables (Assignment Sheets #1, #2, and #3)

(NOTE: Dividing words into syllables will help you spell and pronounce them correctly.)

A. Do not divide words of only one syllable

B. Divide compound words between the two words

EXAMPLES: Watch • man; clock • wise

C. Divide a prefix or suffix from the root word

EXAMPLES: Pre • caution (prefix)
Precau • tion (suffix)
Pre • cau • tion (properly divided)

D. A consonant before "le" usually goes with the "le" syllable

EXAMPLES: Cy • cle; ri • fle

E. Divide a word between double consonants

(NOTE: Consonants are all letters except *a, e, i, o, u*.)

EXAMPLES: Leg • gings; thin • ner

INFORMATION SHEET

F. When words fall in a vowel-consonant/consonant-vowel pattern, divide between consonants

EXAMPLES: Lan • tern, pen • cil

V. Rules about alphabetical order (Transparencies #1, #2, and #3; Assignment Sheet #3)

(NOTE: The 26 letters of the alphabet are *a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z.*)

A. Place words beginning with "a" first on a list

B. Place words beginning with "z" last on a list

EXAMPLE: Apple, cabinet, dishes, pie, zigzag

C. Use the second letter to alphabetize when more than one word on a list begins with the same letter

EXAMPLE: Apple, awl, axle

(NOTE: The words *apple, awl,* and *axle* come before *cabinet, dishes, pie,* and *zigzag.*)

D. Use the third letter to alphabetize when more than one word on a list begins with same first two letters

EXAMPLE: Apple, apricot, apt

(NOTE: The words *apple, apricot, apt, awl,* and *axle* come before *cabinet, dishes, pie,* and *zigzag.*)

E. Alphabetize by first different letter for each group of words that begins with the same letters

EXAMPLE: Line, linear, linebacker

Alphabetical Order by Second Letter

Apple

Awl

Axle

Because these three words begin with "A," use second letter in word to alphabetize.

Aⓟple p comes before w

Aⓦl w comes before x

Aⓧle

Alphabetical Order by Third Letter

Apple

Apricot

Apt

Because these three words begin with "Ap," use the third letter in each word to alphabetize.

A pⓟl e   p comes before r

A pⓡi c o t   r comes before t

A pⓣ

Alphabetical Order of Similar Words

When words are very much alike, each word is alphabetized by the first different letter .

Serve

Service

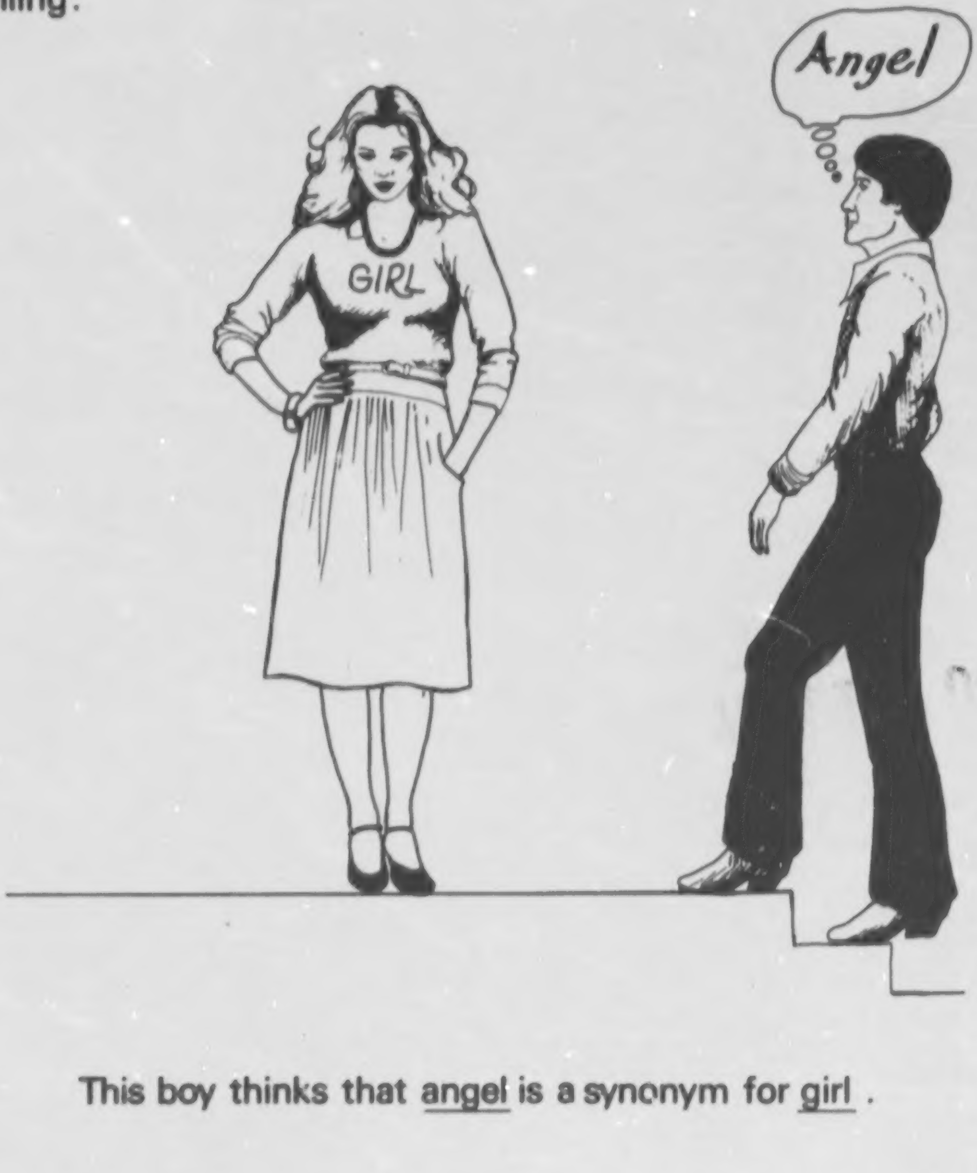
Serving

Because these three words begin with "Serv," use the first different letter to alphabetize.

Servⓔ	e comes before i
Servⓘⓒe	c comes before n
Serviⓝg	

Synonyms

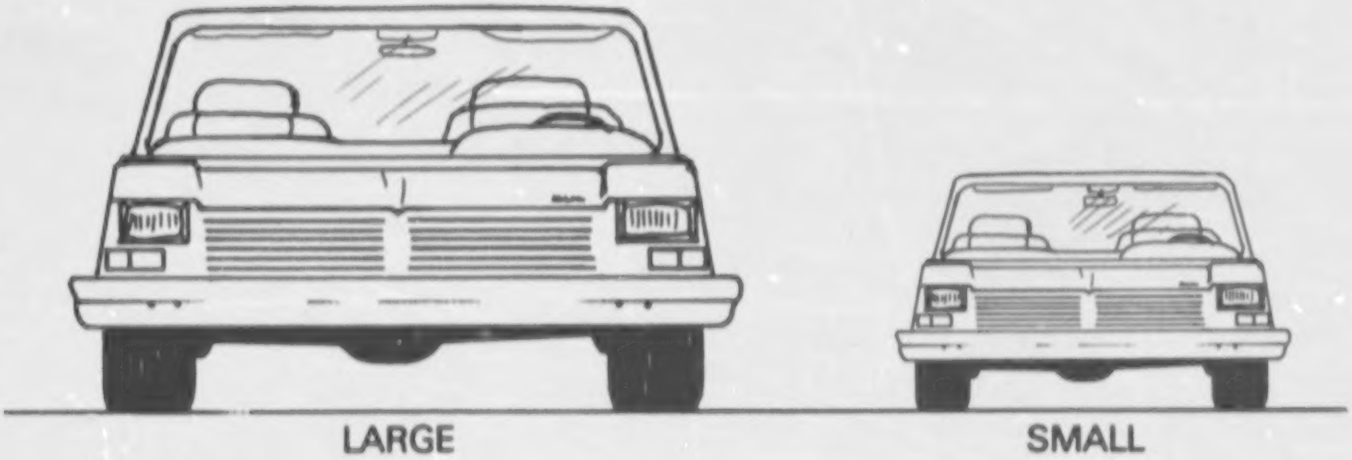
Synonyms are words that are similar in meaning but different in spelling.



This boy thinks that angel is a synonym for girl.

Antonyms

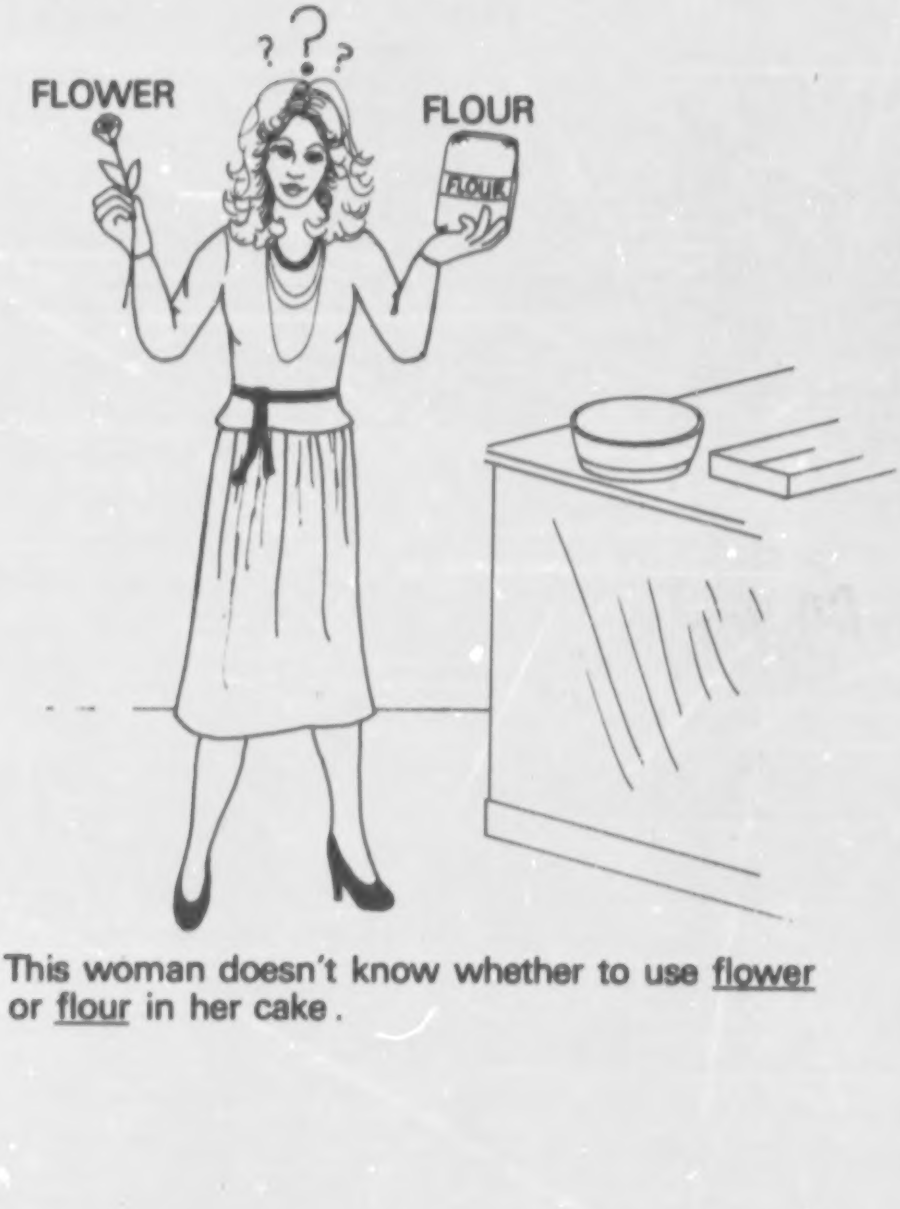
Antonyms are words opposite in meaning and different in spelling.



The car on the right is the opposite size of the car on the left .

Homonyms

Homonyms are words similar in sound but different in spelling and meaning.


FLOWER
FLOUR
FLOUR

This woman doesn't know whether to use flower or flour in her cake.

VOCABULARY
UNIT III

ASSIGNMENT SHEET #1--DIVIDE WORDS INTO SYLLABLES

NAME ________________________ SCORE ______________

PART I

Rewrite the following words and divide them into syllables. Refer to the rules listed opposite the words.

(NOTE: One-syllable words will not be divided.)

EXAMPLE: sterilize ster · i · lize

A. pancake ____________________

B. clockwise ____________________

C. board ____________________

D. range ____________________

E. wrench ____________________

F. spoon ____________________

G. dinner ____________________

H. hammer ____________________

I. presoak ____________________

J. careful ____________________

K. harmless ____________________

L. danger ____________________

M. concrete ____________________

N. pigment ____________________

O. anvil ____________________

P. needle ____________________

Q. spindle ____________________

R. rifle ____________________

1. Do not divide words of only one syllable
2. Divide compound words between the two words
3. Divide a prefix or suffix from the root word
4. A consonant before "le" usually goes with "le" syllable
5. Divide a word between double consonants
6. When words fall in a vowel—consonant / consonant—vowel pattern, divide between consonants

VOCABULARY
UNIT III

ASSIGNMENT SHEET #2--MATCH RULES USED TO DIVIDE WORDS INTO SYLLABLES TO CORRECTLY DIVIDED WORDS

NAME____ SCORE ____________

Match rules used to divide words into syllables with words correctly divided. Write the correct numbers in the blanks. A blank may contain more than one correct answer.

_____A. safe • ty
_____B. pen • cil
_____C. ac • ci • dent
_____D. flam • ma • ble
_____E. ob • struc • tion
_____F. de • bris
_____G. o • ver • all
_____H. ex • tin • guish
_____I. lan • tern
_____J. pre • caution
_____K. slip • per • y
_____L. care • ful
_____M. pre • vent
_____N. clock • wise
_____O. harm
_____P. harm • ful
_____Q. cau • tion
_____R. e • quip • ment
_____S. dan • ger
_____T. in • duce

1. Do not divide words of one syllable
2. Divide compound words between the two words
3. Divide a prefix or suffix from the root word
4. A consonant before "le" usually goes with the "le" syllable
5. Divide a word between double consonants
6. When words fall in a vowel-consonant/consonant-vowel pattern, divide between consonants

ASSIGNMENT SHEET #1

PART II

Divide the following words into syllables. Remember the rules from the Information Sheet or check with the dictionary.

EXAMPLE: detergent de · ter · gent

A. disinfect ____________________

B. range ____________________

C. regulator ____________________

D. current ____________________

E. electric ____________________

F. electrode ____________________

G. paint ____________________

H. thinner ____________________

I. gasoline ____________________

J. oxygen ____________________

VOCABULARY
UNIT III

ASSIGNMENT SHEET #3--ARRANGE WORDS IN ALPHABETICAL ORDER

NAME________________________________ SCORE ______________

Arrange words in alphabetical order.

PART I

A. Write the letters of the alphabet in order.

b, a, d, c, f, e, i, g h, m, l, k, j, o, p, n, r, q, s, u, t, v, w, z, y, x

____

____

B. Arrange the following words in alphabetical order.

(NOTE: Each word in list begins with a different letter.)

draftsman 1. ____________________

triangle 2. ____________________

alloy 3. ____________________

hardwood 4. ____________________

pigment 5. ____________________

shaft 6. ____________________

boards 7. ____________________

nails 8. ____________________

vertical 9. ____________________

carpenter 10. ____________________

ASSIGNMENT SHEET #3

C. Arrange the following words in alphabetical order.

(NOTE: More than one word in list begins with same letter.)

reamer 1. ____________________

rafter 2. ____________________

rip 3. ____________________

stack 4. ____________________

span 5. ____________________

concrete 6. ____________________

cutter 7. ____________________

cement 8. ____________________

hinge 9. ____________________

horsepower 10. ____________________

Arrange the following words in alphabetical order.

(NOTE: More than one word in list begins with the same first two letters.)

harmful 1. ____________________

hazard 2. ____________________

caution 3. ____________________

careful 4. ____________________

menu 5. ____________________

metric 6. ____________________

mechanic 7. ____________________

baking 8. ____________________

baby 9. ____________________

base 10. ____________________

ASSIGNMENT SHEET #3

E. Arrange the following words in alphabetical order.

(NOTE: Groups of words begin with same letters.)

serving 1. ____________________

service 2. ____________________

serve 3. ____________________

precaution 4. ____________________

prevent 5. ____________________

preset 6. ____________________

sewing 7. ____________________

selvage 8. ____________________

ground 9. ____________________

gravel 10. ____________________

grapes 11. ____________________

ASSIGNMENT SHEET #3

PART II

Arrange the following list of construction terms in alphabetical order.

foundation
blueprint
drafter
carpenter
hammer
hardwood
boards
triangle
terminal
wane
shake
softwood
pigment
turpentine
thinner
commutator
shaft
cyclometer
watts
nails

A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
F. ____________________
G. ____________________
H. ____________________
I. ____________________
J. ____________________
K. ____________________
L. ____________________
M. ____________________
N. ____________________
O. ____________________
P. ____________________
Q. ____________________
R. ____________________
S. ____________________
T. ____________________

ASSIGNMENT SHEET #3

PART III

Arrange the following list of mechanical terms in alphabetical order.

combustion
goggles
extension
compressor
respirator
oxygen
alloy
vertical
horizontal
amps
solvent
filter
radius
hexagon
dies
brazing
flux
piston
flywheel
cylinder

A. ____________________
B. ____________________
C. ____________________
D. ____________________
E. ____________________
F. ____________________
G. ____________________
H. ____________________
I. ____________________
J. ____________________
K. ____________________
L. ____________________
M. ____________________
N. ____________________
O. ____________________
P. ____________________
Q. ____________________
R. ____________________
S. ____________________
T. ____________________

ASSIGNMENT SHEET #3

PART IV

Arrange the following list of home and community service terms in alphabetical order.

dishwasher
refrigerator
defrost
wax
ammonia
porcelain
bleach
drawer
glassware
spoons
vacuum
linen
scissors
teaspoon
spatula
aerosol
buff
faucet
chores
guest

A. ______________________________
B. ______________________________
C. ______________________________
D. ______________________________
E. ______________________________
F. ______________________________
G. ______________________________
H. ______________________________
I. ______________________________
J. ______________________________
K. ______________________________
L. ______________________________
M. ______________________________
N. ______________________________
O. ______________________________
P. ______________________________
Q. ______________________________
R. ______________________________
S. ______________________________
T. ______________________________

VOCABULARY
UNIT III

ASSIGNMENT SHEET #4--SELECT FROM A LIST WORDS THAT ARE SPELLED CORRECTLY

NAME ______________________________ SCORE ______________

There are three parts to this assignment sheet. Complete the part related to your vocational trade class. Circle the words that are spelled incorrectly. Rewrite those that are incorrect so that they are spelled correctly. There is only one misspelled word in each group of three. You may use your dictionary.

EXAMPLE: sterile __________ [✓ kart] cart __________ vacuum __________

PART I

Construction terms

A. rafter __________ span __________ beem __________

B. cemint __________ aggregate __________ concrete __________

C. killowatt __________ horsepower __________ fuse __________

D. symbol __________ swich __________ outlet __________

E. masen __________ exterior __________ board feet __________

F. reamer __________ coupling __________ stak __________

G. lateral __________ levle __________ plain __________

H. henge __________ receptacle __________ fuse __________

I. voltege __________ electron __________ proton __________

J. ohms __________ curent __________ conductor __________

PART II

Mechanical terms

A. pliers __________ cowlepers __________ micrometer __________

B. lable __________ scale __________ decimal __________

C. masure __________ fraction __________ metric __________

D. toxec __________ oxidize __________ oxide __________

E. malleable __________ carbin __________ backfire __________

F. orrifice __________ kerf __________ flashback __________

G. dragline __________ neutral __________ sparck __________

ASSIGNMENT SHEET #4

H. purge ______ convay ______ location ______

I. screwdriver ______ hacksaw ______ chissel ______

J. guage ______ ratchet ______ zigzag rule ______

PART III

Home and community services terms

A. sterile ______ kart ______ vacuum ______

B. waiter ______ janitor ______ inergy ______

C. hotel ______ motel ______ cafay ______

D. lemon ______ sauce ______ likwid ______

E. knife ______ recipee ______ sieve ______

F. greace ______ margarine ______ oil ______

G. biscut ______ mustard ______ onions ______

H. polish ______ formula ______ bowle ______

I. economy ______ batch ______ garbege ______

J. aluminum foil ______ griddle ______ ladal ______

VOCABULARY
UNIT III

ASSIGNMENT SHEET #5--MARK ACCENTS ON SYLLABLES

NAME____ SCORE ________________

Stress on a certain syllable means that one particular syllable in a word sounds louder and clearer than the others. Place an accent mark (') over that syllable to show that it is stressed.

(NOTE: Learning to speak words correctly helps you spell them correctly.)

There are three parts to this assignment sheet. Complete only the part that is related to your vocational trade class. In the lists below, mark the syllable that needs an accent. If you are unsure, use your dictionary.

EXAMPLES: Cal' • i • per, con • den' • ser

PART I

Construction words

A. car • pen • ter
B. con • crete
C. pig • ment
D. ma • son • ry
E. in • su • late
F. cy • clom • e • ter
G. kil • o • watt
H. ro • tor
I. out • let
J. tri • an • gle

PART II

Mechanical words

A. rat • chet
B. met • ric
C. mi • crom • e • ter
D. gas • o • line
E. valve
F. weld • er
G. me • chan • ic
H. fu • sion
I. an • vil
J. duc • tile

PART III

Home and community words

A. oat • meal
B. mix • ture
C. vin • e • gar
D. med • i • cine
E. col • ic
F. in • gre • di • ent
G. men • u
H. dia • per
I. fret
J. ba • by

VOCABULARY
UNIT III

ASSIGNMENT SHEET #6--WRITE DEFINITIONS OF WORDS

NAME ______________________ SCORE ____________

Find each of the following words in the dictionary. Then write the definition that would be used in CVET class.

EXAMPLE: receptacle-- a socket to insert a plug in to make an electrical connection.

A. ivory-- ______________________

B. cylinder-- ______________________

C. valves-- ______________________

D. disinfectant-- ______________________

E. solvent-- ______________________

F. oxyacetylene-- ______________________

G. fusion-- ______________________

H. microwave oven-- ______________________

I. appliance-- ______________________

J. parallel-- ______________________

VOCABULARY
UNIT III

ASSIGNMENT SHEET #7--WRITE SENTENCES USING GIVEN WORDS

NAME ______________________________ SCORE ______________

There are three parts to this assignment sheet. Complete the part related to your vocational trade class.

PART I

Write ten sentences, each at least six words long. In your sentences use the ten words given in the following list. Use each word as you would in construction.

EXAMPLE. *rafter* Jim cut the rafter, and I nailed it.

A. *dimension* ______________________________

B. *straight edge* ______________________________

C. *concrete* ______________________________

D. *gravel* ______________________________

E. *interior* ______________________________

F. *insulation* ______________________________

G. *square* ______________________________

H. *rotor* ______________________________

I. *grounding* ______________________________

J. *warp* ______________________________

ASSIGNMENT SHEET #7

PART II

Write ten sentences, each at least six words long. In your sentences use the ten words given in the following list. Use each word as you would in shop.

EXAMPLE: *meter* Susan adjusted the meter reading for her records.

A. *vise*

B. *metric*

C. *corrosion*

D. *armature*

E. *voltage*

F. *ignition*

G. *gasket*

H. *combustion*

I. *spark gap*

J. *cam*

ASSIGNMENT SHEET #7

PART III

Write ten sentences, each at least six words long. In your sentences use the ten words given in the following list. Use each word as you would in home and community services.

EXAMPLE: *finish* Harold applied the floor finish too soon.

A. *bobbin* ______________________________

B. *selvage* ______________________________

C. *sewing* ______________________________

D. *clothes* ______________________________

E. *cloths* ______________________________

F. *solvent* ______________________________

G. *vacuum* ______________________________

H. *scorch* ______________________________

I. *fabric* ______________________________

J. *disinfect* ______________________________

VOCABULARY
UNIT III

ASSIGNMENT SHEET #8--CHOOSE WORDS FROM A GRID

NAME ______________________________ SCORE ______________

PART I

The following words are hidden in this puzzle. Words may be forward, backward, up, down, or diagonal. Some words will overlap. One has been located for you. A score of 15 is good, 20 is excellent, 25 and up is super.

ACCIDENT
BLUE
CARE
CAUTION
CHEMICAL
CLEAN
CODE
DAMAGE
DANGER
DEFECTIVE
EMERGENCY
FIRE
FIRST AID
FOAM
GOGGLES
GREEN
GUARD
HELMET
ILLNESS
INJURY
IVORY
ORANGE
RED
RUBBISH
SAFETY
SLIPPERY
VICTIM
YELLOW

F	N	O	X	Y	E	L	L	O	W	I	S	Q	H	E	R
O	I	V	O	R	Y	C	N	E	G	R	E	M	E	T	U
A	L	R	I	M	E	O	F	O	F	A	X	L	V	G	B
M	L	O	S	O	D	D	M	E	C	R	E	D	I	N	B
T	N	O	C	T	O	E	M	E	T	A	O	T	T	H	I
E	E	A	E	D	A	N	G	E	R	D	R	O	C	F	S
T	S	X	E	I	V	I	C	T	I	M	R	E	E	C	H
O	S	L	N	T	R	V	D	A	M	A	G	E	F	T	T
S	L	I	P	P	E	R	Y	H	E	Q	U	I	E	C	K
B	A	N	Y	R	O	W	T	N	G	B	F	M	D	O	X
J	C	O	R	A	N	G	E	U	M	O	L	P	E	D	O
V	I	I	U	E	R	T	F	H	E	E	G	U	A	R	D
L	M	T	J	C	L	E	A	N	H	A	Z	G	E	Y	B
L	E	U	N	A	C	K	S	D	Q	G	A	N	L	D	B
R	H	A	I	O	K	E	H	I	S	T	G	R	E	E	N
A	C	C	I	D	E	N	T	O	E	F	I	R	E	O	S

ASSIGNMENT SHEET #8

PART II

The following words are hidden in this puzzle. Words may be forward, backward, up, down, or diagonal. Some words will overlap. One has been marked for you. A score of 10 is good, 15 is excellent, 20 is super.

COMBINATION
DIMENSIONS
DISTANCE
DIVISION
EIGHTH
FOOT
FOURTH
FRAMING

HALF
INCH
LENGTH
LINE
MEASURE
RULER
SCALE
SIXTEENTH

SQUARE
TAPE
TOOLS
TRIANGLE
WIDTH
YARD
ZIGZAG

D	N	V	W	R	U	L	E	R	I	S	T	H	L	E	Y
I	I	T	X	M	E	F	O	H	T	H	G	I	E	R	A
V	A	M	L	L	G	I	O	F	R	A	M	I	N	G	R
I	D	M	E	E	S	C	A	L	E	N	T	O	G	C	D
S	O	M	E	N	T	O	T	H	E	C	Q	A	T	A	I
I	D	O	F	T	S	T	H	E	I	L	R	C	H	O	U
O	N	C	O	M	B	I	N	A	T	I	O	N	T	R	T
N	Y	O	T	H	E	D	O	Q	U	N	I	C	K	F	R
B	F	R	Q	W	V	I	F	N	O	E	S	J	L	U	I
E	M	T	O	O	L	S	P	E	S	Q	U	A	R	E	A
R	D	O	X	E	N	T	R	T	H	O	H	E	L	A	N
U	S	Y	B	L	A	A	C	K	D	Z	I	G	Z	A	G
S	I	X	T	E	E	N	T	H	O	X	A	N	N	D	L
A	H	U	A	R	T	C	H	I	S	L	E	F	C	T	E
E	B	I	P	G	T	E	O	E	O	W	I	D	T	H	N
M	T	H	E	E	T	R	O	R	T	F	O	U	R	T	H

ASSIGNMENT SHEET #8

PART III

The following words are hidden in this puzzle. Words may be forward, backward, up, down, or diagonal. Some words will overlap. One has been marked for you. A score of 15 is good, 20 is excellent, 25 and up is super.

ACETYLENE
ALLOY
ARC
BEAD
BEVEL
BRAZING
BUTT
CORNER
CUTTING
DUCTILE
EDGE
ELECTRODES
FILLET
FLAME
FLUX
FUSION
GLOVES
GOGGLES
GROOVE
LAP
MALLEABLE
ORIFICE
OXYGEN
PAD
PLIERS
REGULATOR
SLAG
TANK
TEE
TONGS
TORCH
VALVE

B	E	C	U	T	T	I	N	G	G	O	G	G	L	E	S
R	D	U	C	T	I	L	E	T	H	G	Q	U	I	E	L
A	G	C	R	K	B	R	G	O	W	N	F	O	D	X	A
Z	E	J	A	U	M	P	Y	R	E	N	R	O	C	F	G
I	G	L	O	V	E	S	X	E	D	O	R	V	B	L	E
N	R	T	H	V	B	A	O	L	A	T	Z	Y	U	A	V
G	R	O	O	V	E	L	C	A	C	C	K	D	T	M	O
G	E	A	Q	D	A	H	B	E	V	E	L	U	T	E	E
R	G	T	H	I	D	S	L	V	T	E	R	E	O	Y	T
F	U	S	I	O	N	E	L	O	A	Y	L	R	R	G	A
P	L	E	X	I	D	D	L	R	E	L	L	T	C	P	N
O	A	E	O	N	Y	T	H	I	I	E	B	E	H	L	K
L	T	D	I	O	G	S	T	F	U	M	X	A	N	I	C
A	O	F	L	U	X	D	R	I	I	V	A	L	V	E	E
P	R	L	D	V	E	R	Y	C	L	O	N	X	G	R	Y
M	A	L	L	E	A	B	L	E	S	T	O	N	G	S	J

ASSIGNMENT SHEET #8

PART IV

The following words are hidden in this puzzle. Words may be forward, backward, up, down, or diagonal. Some words will overlap. One has been located for you. A score of 15 is good, 20 is excellent, 25 and up is super.

APPLES
BACON
BANANAS
BEANS
BREAD
BUN
BUTTER
CAKE
COCOA
CORN
DATE
EGGS
FISH
HAM
KRAUT
LEMONS
LETTUCE
MILK
OATS
OKRA
OLIVES
ONIONS
ORANGES
PEAR
PEAS
PLUM
PORK
POTATO
RADISHES
ROAST
SALT
SHRIMP
SOUP
SQUASH
STRAWBERRIES
STEAK
SUGAR
TAMALES
TEA
TOAST
TOMATO
TURNIP GREEN
WATERMELONS

O	K	R	A	B	E	A	N	S	N	H	Z	C	P	B	O
N	R	A	P	T	L	A	S	D	G	L	O	K	B	P	R
I	A	D	P	E	K	A	C	A	I	R	A	O	U	E	A
O	U	I	L	M	I	L	K	E	N	L	T	R	Q	A	N
N	T	S	E	G	G	S	H	R	O	A	S	T	T	R	G
S	M	H	S	T	R	A	W	B	E	R	R	I	E	S	E
Q	H	E	U	U	P	K	A	U	T	T	E	A	B	H	S
U	R	S	G	R	L	E	T	T	U	C	E	Z	U	R	Q
A	S	F	A	N	O	R	E	T	B	A	C	O	N	I	I
S	E	I	R	I	P	U	R	E	T	O	A	S	T	M	N
H	L	S	A	P	L	U	M	R	O	T	A	T	O	P	A
P	A	H	S	G	T	P	E	A	S	O	A	O	C	O	C
M	M	P	O	R	K	M	L	K	O	M	D	A	T	E	H
A	A	K	U	E	P	R	O	S	B	A	N	A	N	A	S
H	T	Q	P	E	H	O	N	X	S	T	E	A	K	O	R
L	E	M	O	N	S	H	S	Z	T	O	L	I	V	E	S

ASSIGNMENT SHEET #8

PART V

The following words are hidden in this puzzle. Words may be forward, backward, up, down, or diagonal. Some words will overlap. One has been located for you. A score of 15 is good, 20 is excellent, 25 and up is super.

AEROSOL
AXE
BABY-SITTER
BANK
BROOM
CATER
DAYCARE
DOCTOR
EXIT
FIREMAN
GARAGE SALE
GARBAGE
GROCERY
HOSPITAL
LAW
MIRROR
PASTOR
PLUMBER
POLICEMAN
SCHOOL
STOVE
TEA
TELEVISION
TELLER
THEATER
TRAFFIC
USHER
WAITER
WATER
WAX

R	A	R	N	A	X	E	Z	B	R	O	O	M	Y	W	A	X	A
A	E	C	E	V	E	X	O	G	S	H	L	I	R	B	A	T	M
O	R	D	A	D	X	I	G	R	O	C	E	R	Y	X	R	H	W
B	O	W	G	T	K	T	I	P	S	O	H	R	S	F	L	E	N
A	S	N	X	G	E	I	S	O	W	U	Y	O	V	U	C	A	O
N	O	A	H	A	N	R	D	O	C	T	O	R	O	V	K	T	I
K	L	M	U	R	J	D	A	M	R	I	P	J	C	L	L	E	S
P	T	E	V	B	A	B	Y	S	I	T	T	E	R	I	S	R	I
E	E	R	T	A	C	A	C	B	S	T	Z	I	A	T	W	I	V
S	A	I	F	G	A	R	A	G	E	S	A	L	E	S	Q	A	E
T	P	F	U	E	G	Q	R	M	Z	W	E	L	H	T	R	W	L
O	O	P	O	L	I	C	E	M	A	N	L	O	Q	O	U	A	E
V	L	A	T	I	P	S	O	H	D	E	F	A	L	G	K	T	T
E	N	W	A	I	T	E	R	T	R	C	P	L	U	M	B	E	R
P	A	S	T	O	R	S	P	B	T	R	A	F	F	I	C	R	J
P	C	R	Y	E	A	Z	U	S	H	E	R	D	Q	N	X	B	H

VOCABULARY
UNIT III

ASSIGNMENT SHEET #9--UNSCRAMBLE WORDS

NAME ______________________________ SCORE ______________

There are three parts to this assignment sheet. Complete the part related to your vocational trade class.

PART I

Arrange the following letters to form the correct spelling of words used in building trades. If you are unsure, refer to the list on the right.

A. evis ______________________
B. lnai ______________________
C. leurr ______________________
D. mmhaer ______________________
E. velel ______________________
F. sichel ______________________
G. ibt ______________________
H. was ______________________
I. velbe ______________________
J. wnechr ______________________

1. hammer
2. bevel
3. chisel
4. bit
5. saw
6. nail
7. wrench
8. ruler
9. vise
10. level

PART II

Arrange the following letters to form the correct spelling of words used in home and community (sewing). If you are unsure, refer to the list on the right.

A. radt ______________________
B. sirssocs ______________________
C. hatdre ______________________
D. eednle ______________________
E. lofd ______________________
F. maes ______________________

1. cloth
2. stitch
3. needle
4. scissors
5. bias
6. dart

ASSIGNMENT SHEET #9

G. tichts	________________	7. sew
H. wes	________________	8. seam
I. cltho	________________	9. thread
J. siab	________________	10. fold

PART III

Arrange the following letters to form the correct spelling of words used in mechanical trades. If you are unsure, refer to the list on the right.

A. tengam	________________	1. ohm
B. toorm	________________	2. rod
C. hom	________________	3. gasoline
D. trioa	________________	4. wiring
E. lagsoein	________________	5. motor
F. neegin	________________	6. ratio
G. nipost	________________	7. magnet
H. derring	________________	8. grinder
I. wingir	________________	9. piston
J. dor	________________	10. engine

VOCABULARY
UNIT III

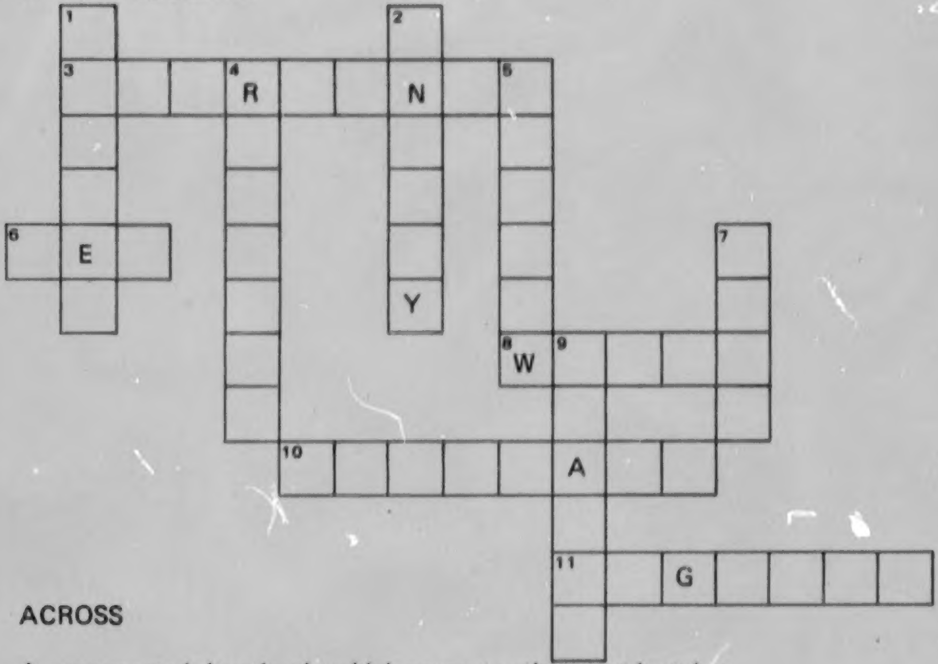
ASSIGNMENT SHEET #10--COMPLETE CROSSWORD PUZZLES

NAME ______________________________ SCORE ______________

Fill in the following crossword puzzles using the clues given. Complete the first crossword puzzle, and then complete only the puzzle related to your vocational trade class.

PART I

SAFETY VOCABULARY



ACROSS

3. An unexpected situation in which prompt action must be taken
6. Color indicating danger
8. An injury or hurt
10. Care given to an injured person when regular medical treatment is not available (two words)
11. Protective eye covering

DOWN

1. A covering to protect the head
2. Harm or damage to a person
4. Anything worthless; trash
5. A color meaning caution
7. A collection of laws or rules; a safety ____
9. Color applied to dangerous parts of equipment

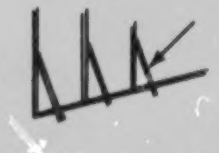
ASSIGNMENT SHEET #10

PART II

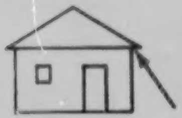
BUILDING TRADES VOCABULARY

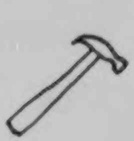
Use picture and word clues to complete the following crossword puzzle.

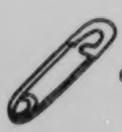
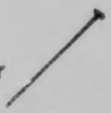
ACROSS

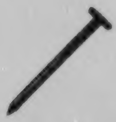
2. 

5. Horizontal beam used with others as a support for a floor, ceiling, or flat roof

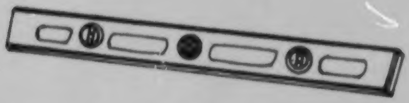
6. 

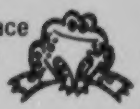
9. 

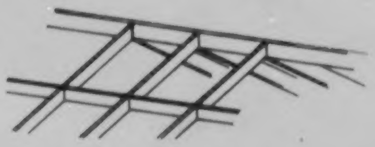
11.  or 

13. 

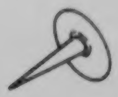
15. Wood finish containing dye or pigment

16. 

18. A depression in the bed surface of a brick; spelled like ⟶ 

20. 

23. Lumber 5" or larger in dimension

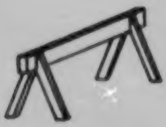
25. 

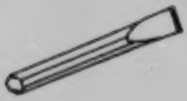
27. To fib; to tell an untruth

28. A thick, black liquid used to seal and waterproof surfaces; rhymes with ★

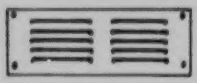
ASSIGNMENT SHEET #10

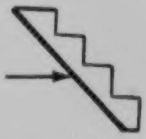
DOWN

1. 

3. 

4. Construction work location

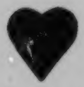
7. 

8. 

9. The rough member of a rough window or door frame opening

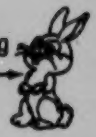
10. A saw _ _ _ _; place where trees are sawed into lumber or boards

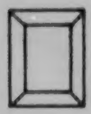
12. I am; you are; he _ _

14. 

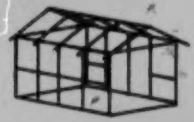
17. Present tense of *ate*

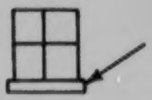
19. Groove cut in the surface or along the edge of a board; sounds like →

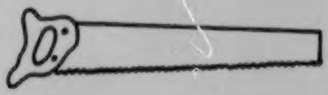


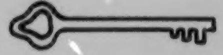
21. 

or

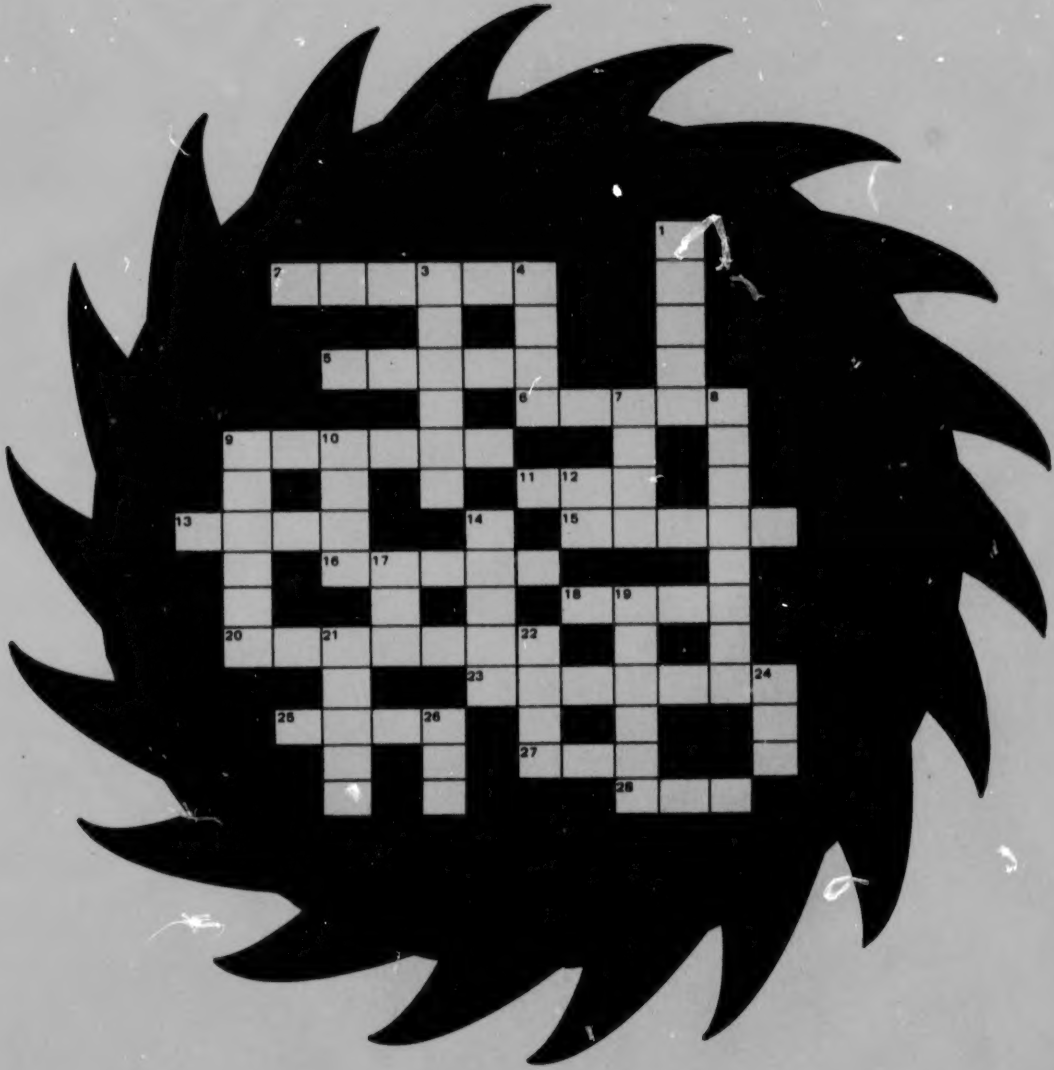


22. 

24. 

26. 

ASSIGNMENT SHEET #10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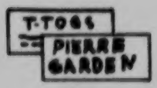
ASSIGNMENT SHEET #10

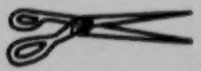
PART III

HOME AND COMMUNITY SERVICES VOCABULARY

Use picture and word clues to complete the following crossword puzzle.

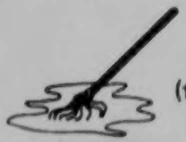
ACROSS

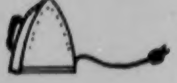
3. 

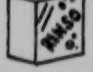
4. 

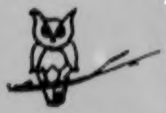
7. Dirt

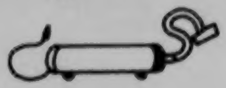
9. What a Halloween ghost says

10.  (two words)

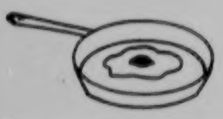
12. 

14. 

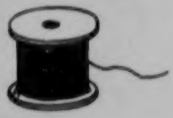
16. 

18. 

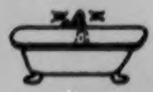
19. Opposite of *night*

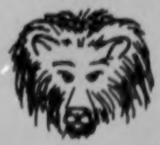
20. 

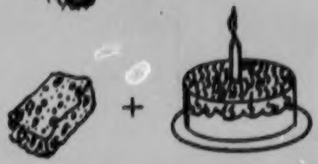
22. Abbreviation for *school*

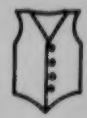
23. 

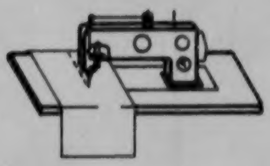
25. Laugh

26. 

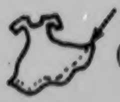
27. 

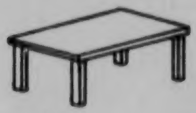
29. 

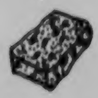
30. 

31. 

DOWN

1.  (two words)

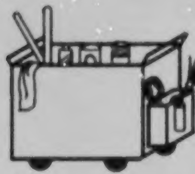
2. 

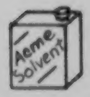
4. 

5. Opposite of *sour*

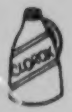
ASSIGNMENT SHEET #10

DOWN (Continued)

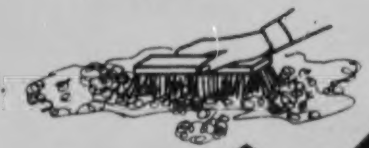
6.  (two words)

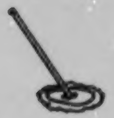
7. 
Acme Solvent

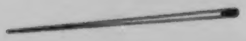
8. Opposite of *off*

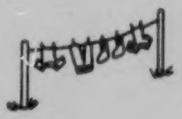
9. 

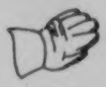
11. I'm in a good _ _ _ _ today.

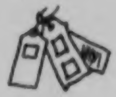
13. 

14. 

15. 

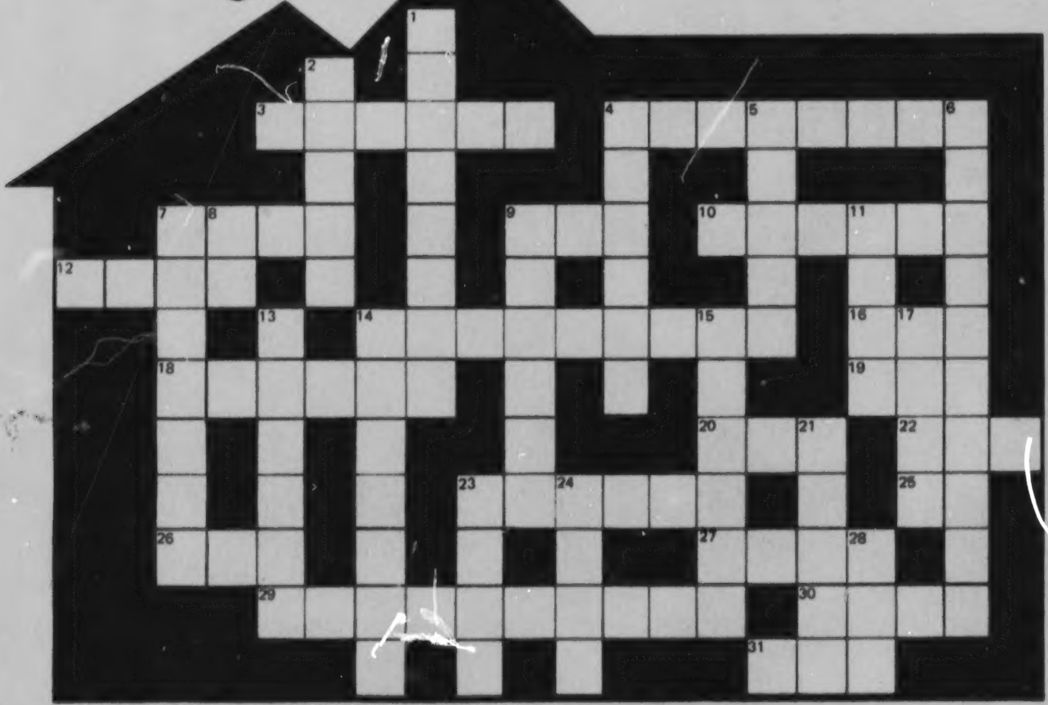
17. 

21. 

23. 

24. Food thrown at weddings

28. Opposite of *old*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ASSIGNMENT SHEET #10

PART IV

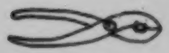
TECHNICAL TRADES VOCABULARY

Use picture and word clues to complete the following crossword puzzle.

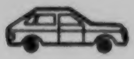
ACROSS

1. Be quiet!

4. Unit or electrical resistance (Ω)

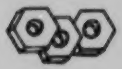
7. 

9. North _ _ _ _

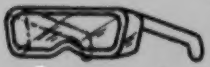
11. 

14. Abbreviation for *top dead center*

16. Short form of 8 down

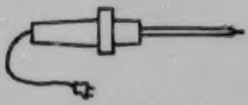
17. 

18. Saying

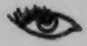
19. 

22. Opposite of *out*

24. Roman numeral for 101

25.  (two words)

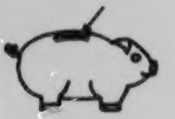
27. In a valve-in-head engine, the
_ _ _ _ _ _ are located in the
head instead of the block

28. 

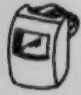
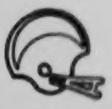
29. Root word *weld* + suffix *ing*

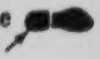
ASSIGNMENT SHEET #10

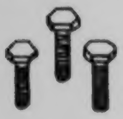
DOWN

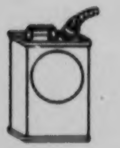
1. 

2. Hello

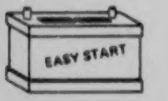
3.  or 

5. The _ _ _ _ is the wide end of a tapered gear tooth; spelled like 

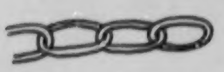
6. 

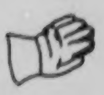
8. 

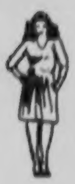
10. Abbreviation for *education*

12. 

13. An _ _ _ _ _ _ is a machine that uses energy to develop power; root word of engineer

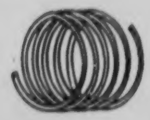
15. 

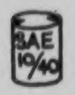
19. 

20. 

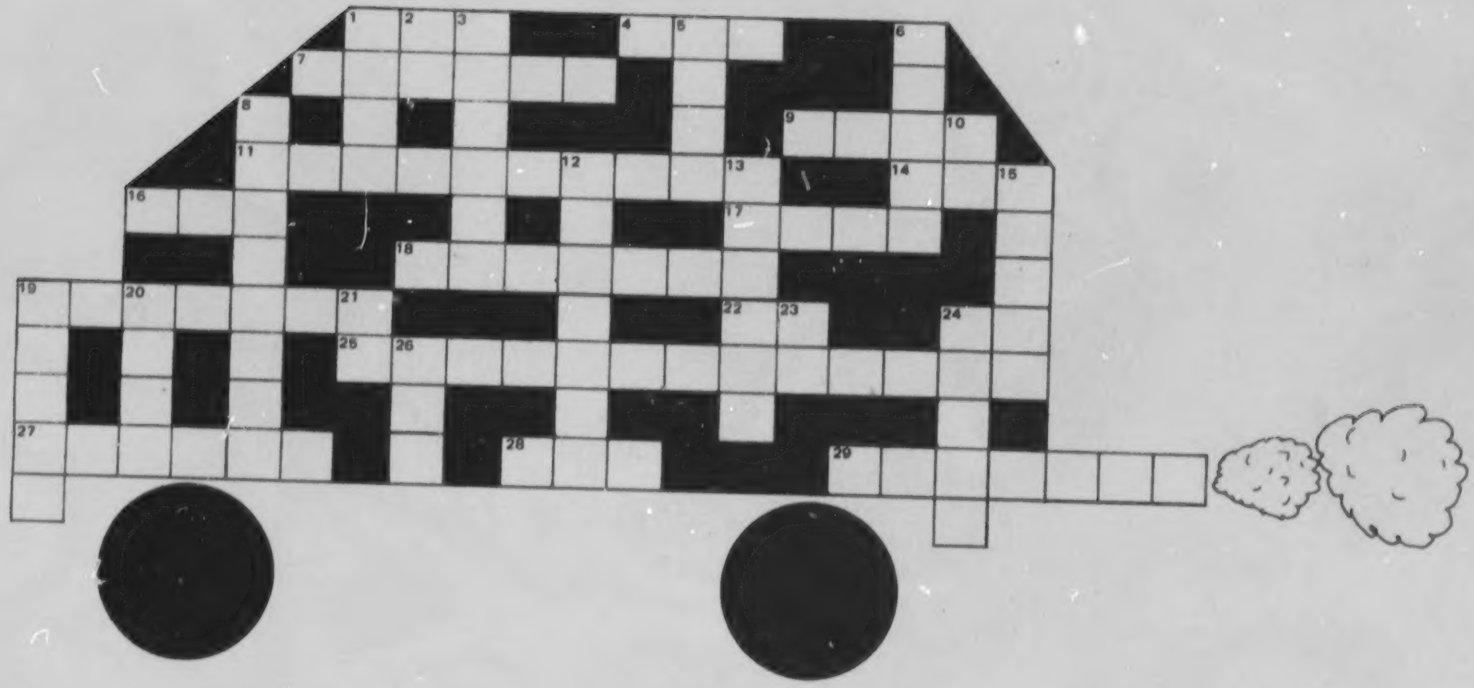
21. Abbreviation for *Social Security*

23. Abbreviation for *no good*

24. 

26. 

ASSIGNMENT SHEET #10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VOCABULARY
UNIT III

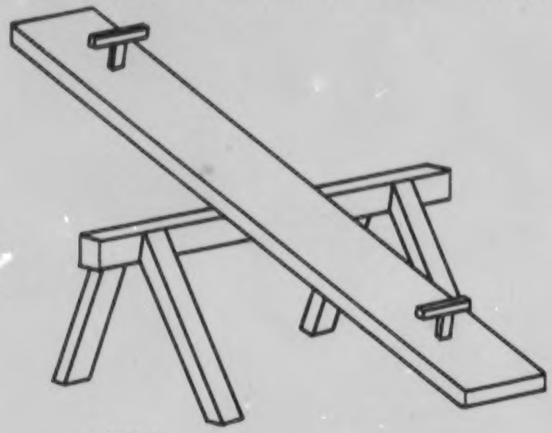
ASSIGNMENT SHEET #11--CIRCLE WORDS THAT YOU USE

NAME ______________________________ SCORE ______________

All people who speak English use the same sounds, but not all of these people sound alike when they speak. People in England and Australia speak English, but they do not sound like Americans. Even in the United States, our language sounds different in different parts of the country. Sometimes words for the same things are different also.

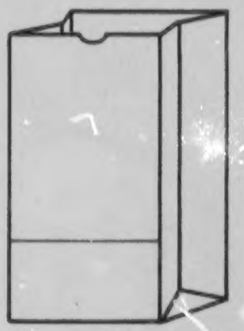
Under each of the following pictures are words used in different parts of the United States to name the things pictured. Circle the words that you use.

A.



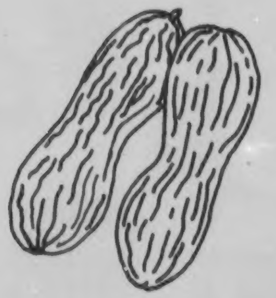
seesaw
teeter-totter
riding horse

B.



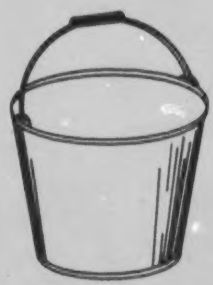
bag
sack
poke
pouch

C.



peanut
goober
monkey bean

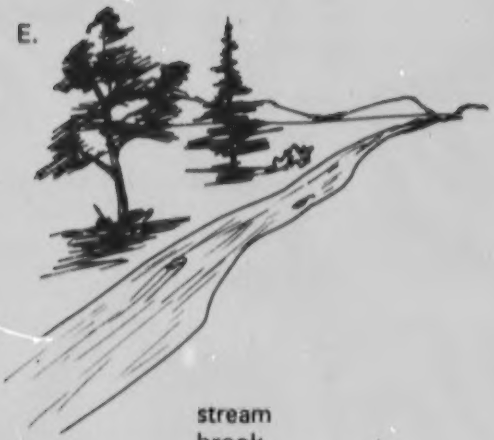
D.



pail
bucket

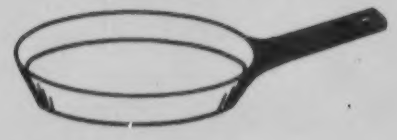
ASSIGNMENT SHEET #11

E.



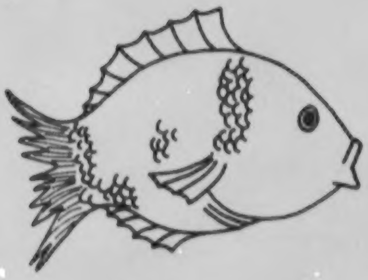
stream
brook
branch
kill
creek
run

F.



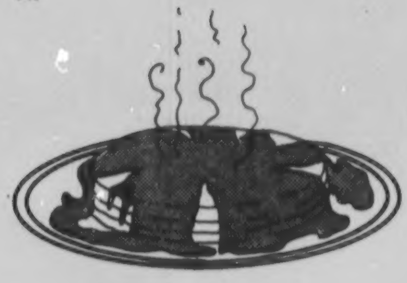
frying pan
skillet
spider
creeper
fryer
griddle

G.



sunfish
bluegill
goggle-eye
perch
pumpkinseed

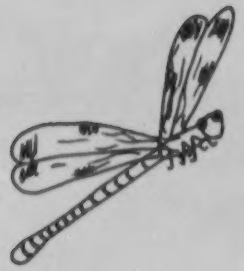
H.



flapjacks
pancakes
griddle cakes
fried cakes
hot cakes
johnny cakes
hoecakes

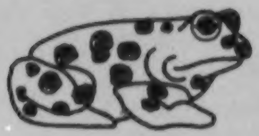
ASSIGNMENT SHEET #11

I.



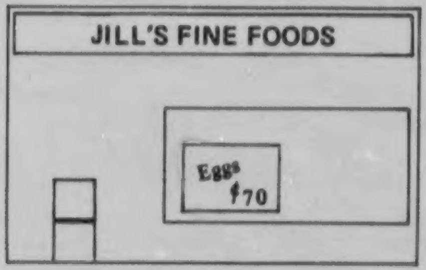
dragonfly
darning needle
snake doctor
mosquito hawk

J.



bullfrog
frog
croaker

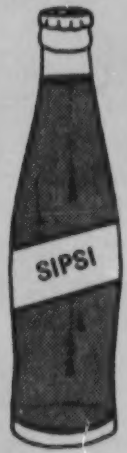
K.



JILL'S FINE FOODS
Eggs
$70

store
grocery
market
supermarket
shop

L.



soda
pop
soft drink

VOCABULARY
UNIT III

ASSIGNMENT SHEET #12--WRITE SYNONYMS, ANTONYMS, AND HOMONYMS

NAME ______________________ SCORE ______________

Although there are many thousands of words in the English language, no two words mean exactly the same thing. You must train yourself to select the word that best expresses your thoughts. Knowing synonyms, antonyms, and homonyms will help you increase your vocabulary, and will help you become a better speaker, writer, and speller.

PART I

A. Write one synonym for each of the following words. Refer to your dictionary if necessary.

EXAMPLE: fat obese.

1. friend ______________
2. study ______________
3. fight ______________
4. mad ______________
5. talk ______________
6. thin ______________
7. drive ______________
8. run ______________
9. walk ______________
10. pretty ______________

B. Circle the synonym in parentheses that best completes each of the following sentences. Refer to your dictionary if necessary.

EXAMPLE: This bracelet is (cheap, [✓ inexpensive]) jewelry.

1. The frantic mother (walked quickly, galloped, raced) to save her drowning child.
2. The old friends (discussed, orated, shouted, chatted) over their meals as they relaxed in the restaurant booth.
3. The (engineer, driver) opened the throttle wide as the train thundered down the straight stretch of tracks.
4. The (noise, sound, screech) of the thumping machines made the floor shake.
5. He (tapped, punched, socked) his friend lightly on the shoulder.
6. The (angry, enraged) worker rapped sharply on the supervisor's door.
7. She introduced her (kids, children, offspring) to their new teachers.
8. The (chow, food, feed) at the wedding supper filled us.
9. The high school (gal, chick, girl, dame) won the election for class president.
10. The arthritic old man (hobbled, trotted, walked briskly) up the steep stairs.

ASSIGNMENT SHEET #12

PART II

A. Write one antonym for each of the following words. Refer to your dictionary if necessary.

EXAMPLE: smart dumb

1. easy ______
2. glad ______
3. peaceful ______
4. shallow ______
5. follow ______
6. open ______
7. wide ______
8. tall ______
9. old ______
10. loud ______

B. Select the correct antonym for each of the following words. Write the correct antonym in the blank. Refer to your dictionary if necessary.

EXAMPLE: uncommon/ ordinary
  a) ordinary
  b) rare
  c) odd

1. childish/ ______
   a) small
   b) mature
   c) adult
2. soft/ ______
   a) woolly
   b) pliable
   c) hard
3. expand/ ______
   a) stretch
   b) shrink
   c) grow
4. quiet/ ______
   a) noisy
   b) peaceful
   c) silent
5. kind/ ______
   a) nice
   b) friendly
   c) cruel
6. love/ ______
   a) like
   b) hate
   c) kind
7. short/ ______
   a) high
   b) lofty
   c) tall
8. synthetic/ ______
   a) detergent
   b) clever
   c) natural
9. ignore/ ______
   a) pay attention
   b) neglect
   c) disregard
10. edible/ ______
   a) poisonous
   b) beautiful
   c) slow

ASSIGNMENT SHEET #12

PART III

A. Write one homonym for each of the following words. Refer to your dictionary if necessary.

EXAMPLE: seen scene

1. deer ____________________
2. dye ____________________
3. meet ____________________
4. brake ____________________
5. sew ____________________
6. scent ____________________
7. coarse ____________________
8. it's ____________________
9. plain ____________________
10. sight ____________________

B. Circle the homonym in parentheses that best completes each of the following sentences. Refer to your dictionary if necessary.

EXAMPLE: It is quarter ([✓ past], passed) two o'clock.

1. We (rode, rowed) the boat across the lake.
2. The doctor's (patients, patience) were all children.
3. You must use the proper kind of (flower, flour) in your baking.
4. The judges (find, fined) the reckless driver.
5. Did you (here, hear) the good news?
6. We had to (buy, by) new tires for the car.
7. The rain caused us to repaint the (sealing, ceiling).
8. We tried to (shoo, shoe) away the birds.
9. We would rather go (then, than) stay alone.
10. It is (you're, your) turn to tell a story.
11. If (they're, their) ready, we should leave soon.
12. The player (past, passed) the ball to the split end.
13. This is the (forth, fourth) time I have written this assignment.
14. Edison is truly a (great, grate) man.
15. The garbage trucks (hall, haul) away rubbish.

ASSIGNMENT SHEET #12

16. (Ring, Wring) the mop dry, please.
17. Total the (some, sum) and divide by four.
18. The carpenter used a (plain, plane).
19. Never stand on the very top rung of a (ladder, latter).
20. The repair truck will (toe, tow) the disabled automobile.
21. Do not (waste, waist) the cleaning fluid.
22. In one (weak, week) our vacation begins.
23. May I borrow a (pair, pare) of scissors, please?
24. I (red, read) six books last month.
25. Remove the box to (lesson, lessen) the load.

VOCABULARY
UNIT III

ASSIGNMENT SHEET #13--WRITE NEW WORDS FROM GIVEN WORDS

NAME ______________________ SCORE ____________

Expand your vocabulary. How many new words can you make from the letters in the following words? A score of 10 is good, 20 is excellent, 25 and up is super. Two words have been listed for you.

PART I

VOCATIONAL TRADES

location ______________

clean ______________

PART II

CONSTRUCTION TERMS

meter ______________

rust ______________

ASSIGNMENT SHEET #13

PART III

MECHANICAL TERMS

mechanic

harm

ASSIGNMENT SHEET #13

PART IV

COMMUNITY SERVICES

movers

vice

VOCABULARY
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. pan • cake
B. clock • wise
C. board
D. range
E. wrench
F. spoon
G. din • ner
H. ham • mer
I. pre • soak
J. care • ful
K. harm • less
L. dan • ger
M. con • crete
N. pig • ment
O. an • vil
P. nee • dle
Q. spin • dle
R. ri • fle

PART II

A. dis • in • fect
B. range
C. reg • u • la • tor
D. cur • rent
E. e • lec • tric
F. e • lec • trode
G. paint
H. thin • ner
I. gas • o • line
J. ox • y • gen

Assignment Sheet #2

A. 3
B. 6
C. 5
D. 5, 4
E. 3
F. 3
G. 2
H. 6, 3
I. 6
J. 3
K. 5
L. 3
M. 3
N. 2
O. 1
P. 3
Q. 3
R. 3
S. 6
T. 3

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

PART I

A. a, b, c, d, e, f, g, h, i, j, k, l, m, n, o, p, q, r, s, t, u, v, w, x, y, z

B.
1. alloy
2. boards
3. carpenter
4. draftsman
5. hardwood
6. nails
7. pigment
8. shaft
9. triangle
10. vertical

C.
1. cement
2. concrete
3. cutter
4. hinge
5. horsepower
6. rafter
7. reamer
8. rip
9. span
10. stack

D.
1. baby
2. baking
3. base
4. careful
5. caution
6. harmful
7. hazard
8. mechanic
9. menu
10. metric

E.
1. grapes
2. gravel
3. ground
4. precaution
5. preset
6. prevent
7. selvage
8. serve
9. service
10. serving
11. sewing

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. blueprint
B. boards
C. carpenter
D. commutator
E. cyclometer
F. draftsman
G. foundation
H. hammer
I. hardwood
J. nails
K. pigment
L. shaft
M. shake
N. softwood
O. terminal
P. thinner
Q. triangle
R. turpentine
S. wane
T. watts

PART III

A. alloy
B. amps
C. brazing
D. combustion
E. compressor
F. cylinder
G. dies
H. extension
I. filter
J. flux
K. flywheel
L. goggles
M. hexagon
N. horizontal
O. oxygen
P. piston
Q. radius
R. respirator
S. solvent
T. vertical

PART IV

A. aerosol
B. ammonia
C. bleach
D. buff
E. chores
F. defrost
G. dishwasher
H. drawer

ANSWERS TO ASSIGNMENT SHEETS

I. faucet
J. glassware
K. guest
L. linen
M. porcelain
N. refrigerator

O. scissors
P. spatula
Q. spoon
R. teaspoon
S. vacuum
T. wax

Assignment Sheet #4

PART I

A.	rafter	span	[✓ beem] beam
B.	[✓ cemint] cement	aggregate	concrete
C.	[✓ killowatt] kilowatt	horsepower	fuse
D.	symbol	[✓ swich] switch	outlet
E.	[✓ masen] mason	exterior	board feet
F.	reamer	coupling	[✓ stak] stack
G.	lateral	[✓ levle] level	plain
H.	[✓ henge] hinge	receptacle	fuse
I.	[✓ voltege] voltage	electron	proton
J.	ohms	[✓ curent] current	conductor

PART II

A.	pliers	[✓ cowlepers] calipers	micrometer
B.	[✓ lable] label	scale	decimal
C.	[✓ masure] measure	fraction	metric
D.	[✓ toxec] toxic	oxidize	oxide
E.	malleable	[✓ carbin] carbon	backfire
F.	[✓ orrifice] orifice	kerf	flashback
G.	dragline	neutral	[✓ sparck] spark

ANSWERS TO ASSIGNMENT SHEETS

H.	purge	[✓ convay] convey	location
I.	screwdriver	hacksaw	[✓ chissel] chisel
J.	[✓ guage] gauge	ratchet	zigzag rule

PART III

A.	sterile	[✓ kart] cart	vacuum
B.	waiter	janitor	[✓ inergy] energy
C.	hotel	motel	[✓ cafay] cafe
D.	lemon	sauce	[✓ likwid] liquid
E.	knife	[✓ recipee] recipe	sieve
F.	[✓ greace] grease	margarine	oil
G.	[✓ biscut] biscuit	mustard	onions
H.	polish	formula	[✓ bowle] bowl
I.	economy	batch	[✓ garbege] garbage
J.	aluminum foil	griddle	[✓ ladel] ladle

Assignment Sheet #5

PART I

A. car′ • pen • ter
B. con′ • crete
C. pig′ • ment
D. ma′ • son • ry
E. in′ • su • late
F. cy • clom′ • e • ter
G. kil′ • o • watt
H. ro′ • tor
I. out′ • let
J. tri′ • an • gle

PART II

A. rat′ • chet
B. met′ • ric
C. mi • crom′ • e • ter
D. gas′ • o • line
E. valve′
F. weld′ • er
G. me • chan′ • ic
H. fu′ • sion
I. an′ • vil
J. duc′ • tile

ANSWERS TO ASSIGNMENT SHEETS

PART III

A. oat′ • meal

B. mix′ • ture

C. vin′ • e • gar

D. med′ • i • cine

E. col′ • ic

F. in • gre′ • di • ent

G. men′ • u

H. dia′ • per

I. fret′

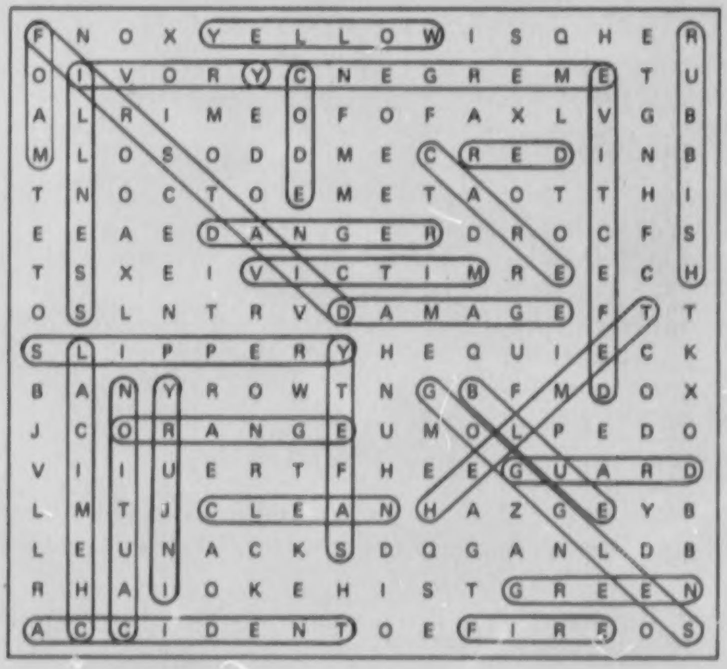
J. ba′ • by

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

PART I



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A	L	R	I	M	E	O	F	O	F	A	X	L	V	G	B
M	L	O	S	O	D	D	M	E	C	R	E	D	I	N	B
T	N	O	C	T	O	E	M	E	T	A	O	T	T	H	I
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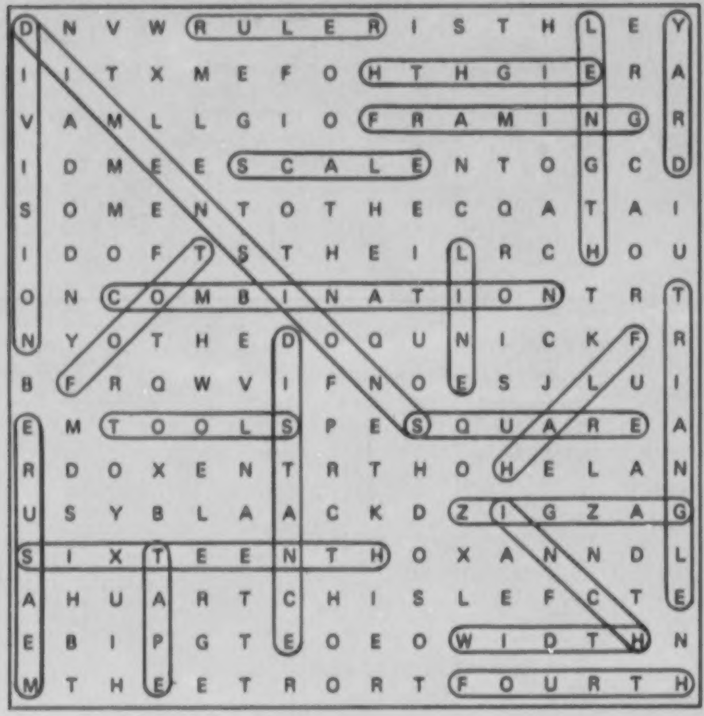
O	S	L	N	T	R	V	D	A	M	A	G	E	F	T	T
S	L	I	P	P	E	R	Y	H	E	Q	U	I	E	C	K
B	A	N	Y	R	O	W	T	N	G	B	F	M	D	O	X
J	C	O	R	A	N	G	E	U	M	O	L	P	E	D	O
V	I	I	U	E	R	T	F	H	E	E	G	U	A	R	D
L	M	T	J	C	L	E	A	N	H	A	Z	G	E	Y	B
L	E	U	N	A	C	K	S	D	Q	G	A	N	L	D	B
R	H	A	I	O	K	E	H	I	S	T	G	R	E	E	N
A	C	C	I	D	E	N	T	O	E	F	I	R	E	O	S

ANSWERS TO ASSIGNMENT SHEETS

PART II



D N V W R U L E R I S T H L E Y
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V A M L L G I O F R A M I N G R
I D M E E S C A L E N T O G C D
S O M E N T O T H E C Q A T A I
I D O F T S T H E I L R C H O U
O N C O M B I N A T I O N T R T
N Y O T H E D O Q U N I C K F R
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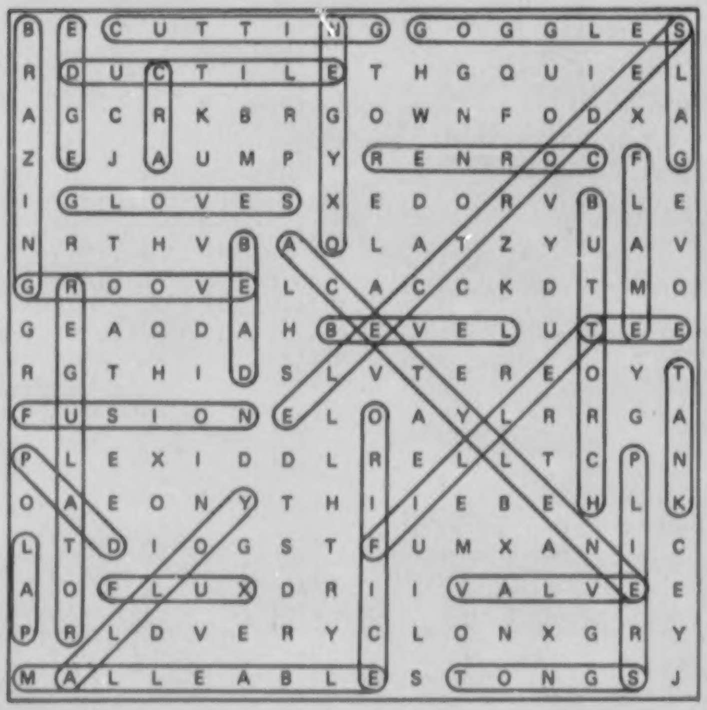
PART III



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N R T H V B A O L A T Z Y U A V
G R O O V E L C A C C K D T M O
G E A Q D A H B E V E L U T E E
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P L E X I D D L R E L L T C P N
O A E O N Y T H I I E B E H L K
L T D I O G S T F U M X A N I C
A O F L U X D R I I V A L V E E
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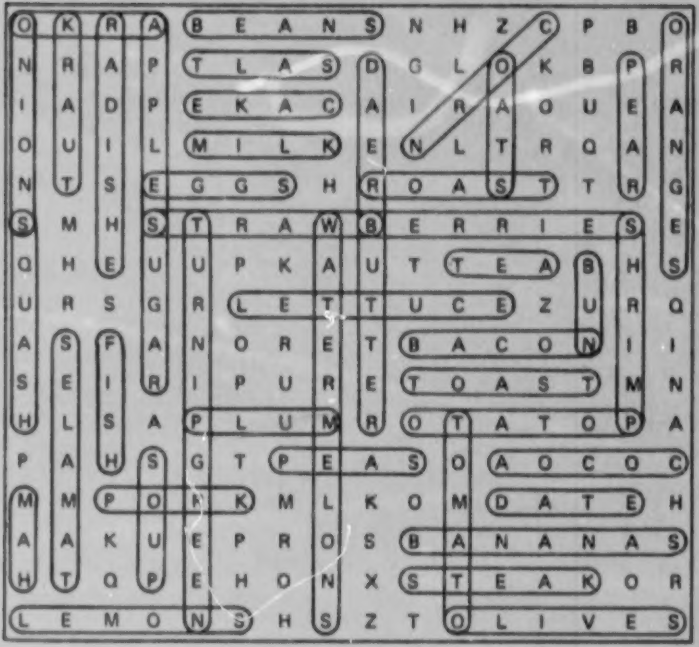
M A L L E A B L E S T O N G S J

ANSWERS TO ASSIGNMENT SHEETS

PART IV



O	K	R	A	B	E	A	N	S	N	H	Z	C	P	B	O
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I	A	D	P	E	K	A	C	A	I	R	A	O	U	E	A
O	U	I	L	M	I	L	K	E	N	L	T	R	Q	A	N
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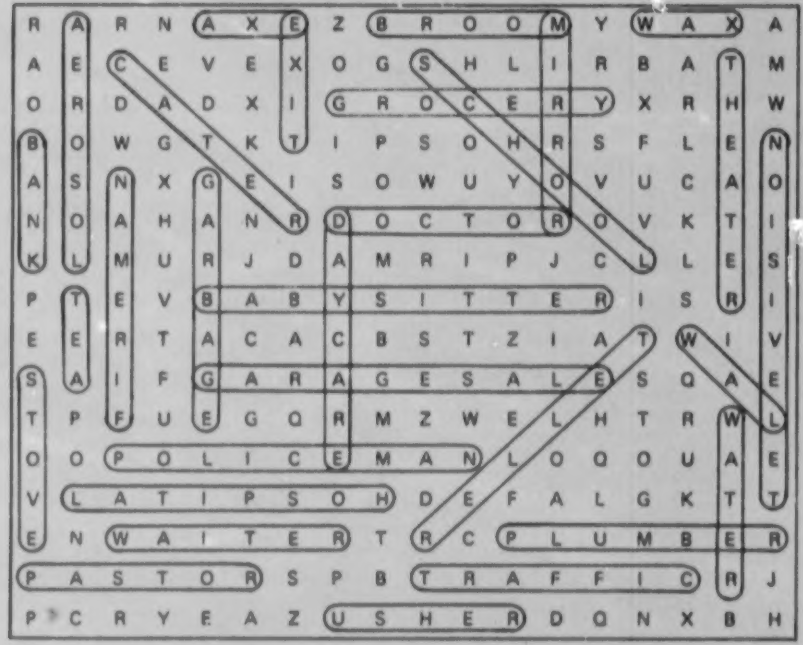
H	L	S	A	P	L	U	M	R	O	T	A	T	O	P	A
P	A	H	S	G	T	P	E	A	S	O	A	O	C	O	C
M	M	P	O	R	K	M	L	K	O	M	D	A	T	E	H
A	A	K	U	E	P	R	O	S	B	A	N	A	N	A	S
H	T	Q	P	E	H	O	N	X	S	T	E	A	K	O	R
L	E	M	O	N	S	H	S	Z	T	O	L	I	V	E	S

PART V



R	A	R	N	A	X	E	Z	B	R	O	O	M	Y	W	A	X	A
A	E	C	E	V	E	X	O	G	S	H	L	I	R	B	A	T	M
O	R	D	A	D	X	I	G	R	O	C	E	R	Y	X	R	H	W
B	O	W	G	T	K	T	I	P	S	O	H	R	S	F	L	E	N
A	S	N	X	G	E	I	S	O	W	U	Y	O	V	U	C	A	O
N	O	A	H	A	N	R	D	O	C	T	O	R	O	V	K	T	I
K	L	M	U	R	J	D	A	M	R	I	P	J	C	L	L	E	S
P	T	E	V	B	A	B	Y	S	I	T	T	E	R	I	S	R	I
E	E	R	T	A	C	A	C	B	S	T	Z	I	A	T	W	I	V
S	A	I	F	G	A	R	A	G	E	S	A	L	E	S	Q	A	E
T	P	F	U	E	G	Q	R	M	Z	W	E	L	H	T	R	W	L
O	O	P	O	L	I	C	E	M	A	N	L	O	Q	O	U	A	E
V	L	A	T	I	P	S	O	H	D	E	F	A	L	G	K	T	T
E	N	W	A	I	T	E	R	T	R	C	P	L	U	M	B	E	R
P	A	S	T	O	R	S	P	B	T	R	A	F	F	I	C	R	J
P	C	R	Y	E	A	Z	U	S	H	E	R	D	Q	N	X	B	H

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #9

PART I

A. vise
B. nail
C. ruler
D. hammer
E. level
F. chisel
G. bit
H. saw
I. bevel
J. wrench

PART II

A. dart
B. scissors
C. thread
D. needle
E. fold
F. seam
G. stitch
H. sew
I. cloth
J. bias

PART III

A. magnet
B. motor
C. ohm
D. ratio
E. gasoline
F. engine
G. piston
H. grinder
I. wiring
J. rod

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #10

PART I

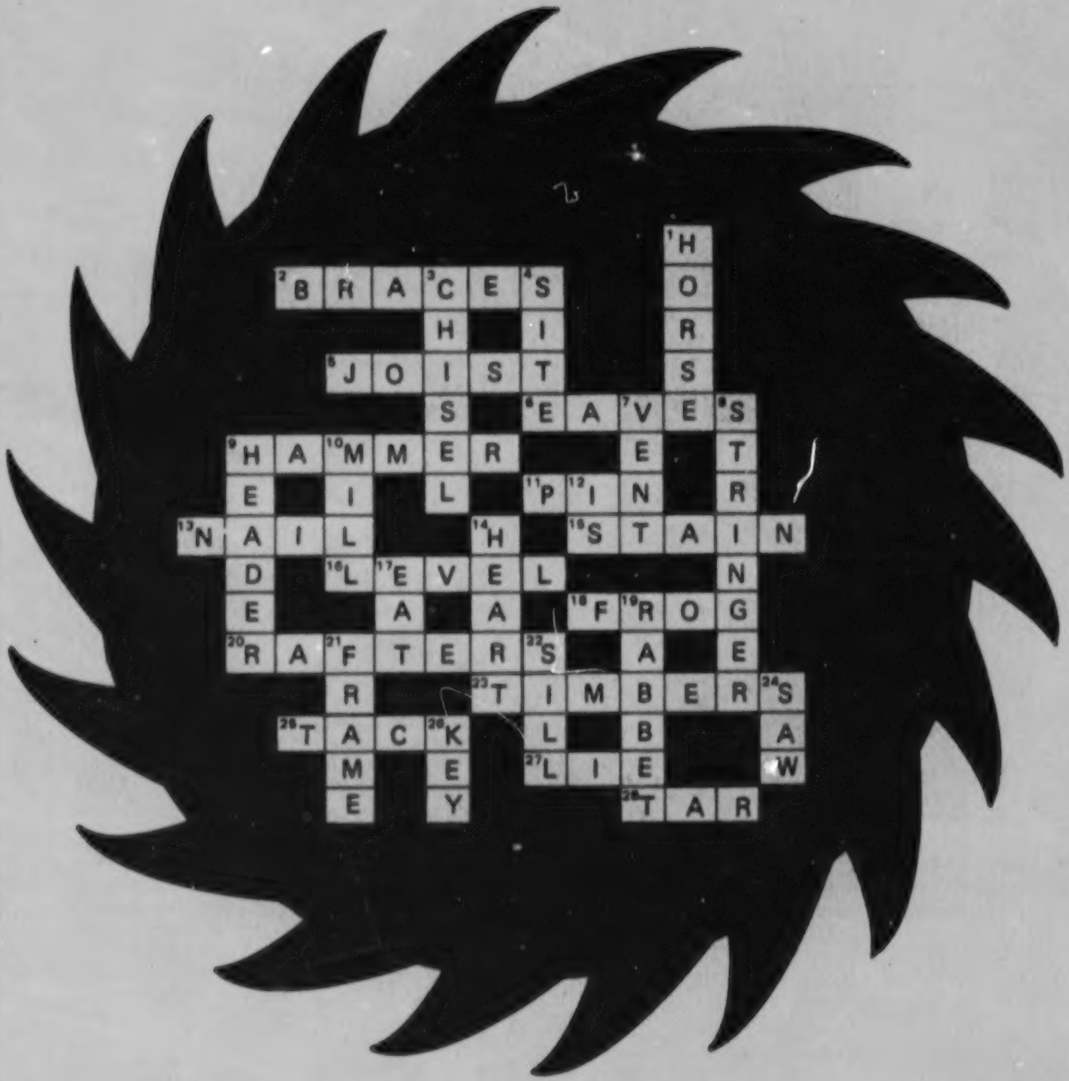
Safety vocabulary

	1 H						2 I									
	3 E	M	E	4 R	G	E	N	C	5 Y							
	L			U			J		E							
	M			B			U		L							
6 R	E	D		B			R		L				7 C			
	T			I			Y		O				O			
				S					8 W	9 O	U	N	D			
				H						R			E			
					10 F	I	R	S	T	A	I	D				
										N						
										11 G	O	G	G	L	E	S
										E						

ANSWERS TO ASSIGNMENT SHEETS

PART II

Building trades vocabulary

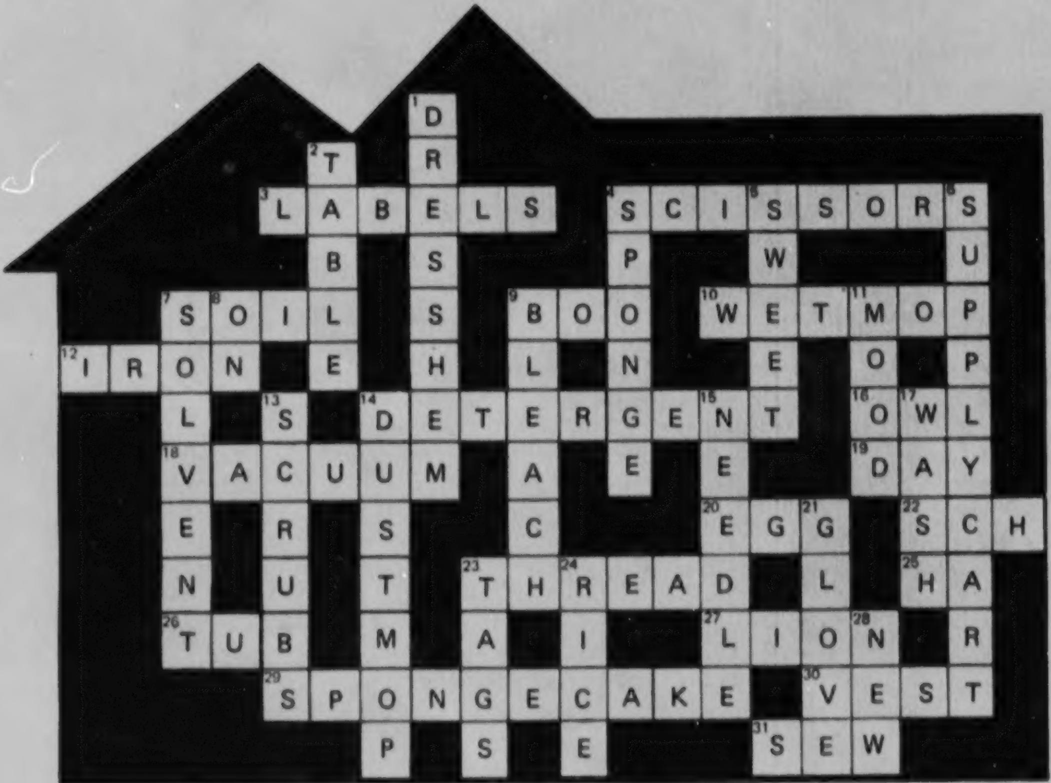


										1 H		
		2 B	R	A	3 C	E	4 S			O		
					H		I			R		
			5 J	O	I	S	T			S		
					S		6 E	A	7 V	E	8 S	
	9 H	A	10 M	M	E	R			E		T	
	E		I		L		11 P	12 I	N		R	
13 N	A	I	L			14 H		15 S	T	A	I	N
	D		16 L	17 E	V	E	L				N	
	E			A		A		18 F	19 R	O	G	
	20 R	A	21 F	T	E	R	22 S		A		E	
			R			23 T	I	M	B	E	R	24 S
		25 T	A	C	26 K		L		B			A
			M		E		27 L	I	E			W
			E		Y				28 T	A	R	

ANSWERS TO ASSIGNMENT SHEETS

PART III

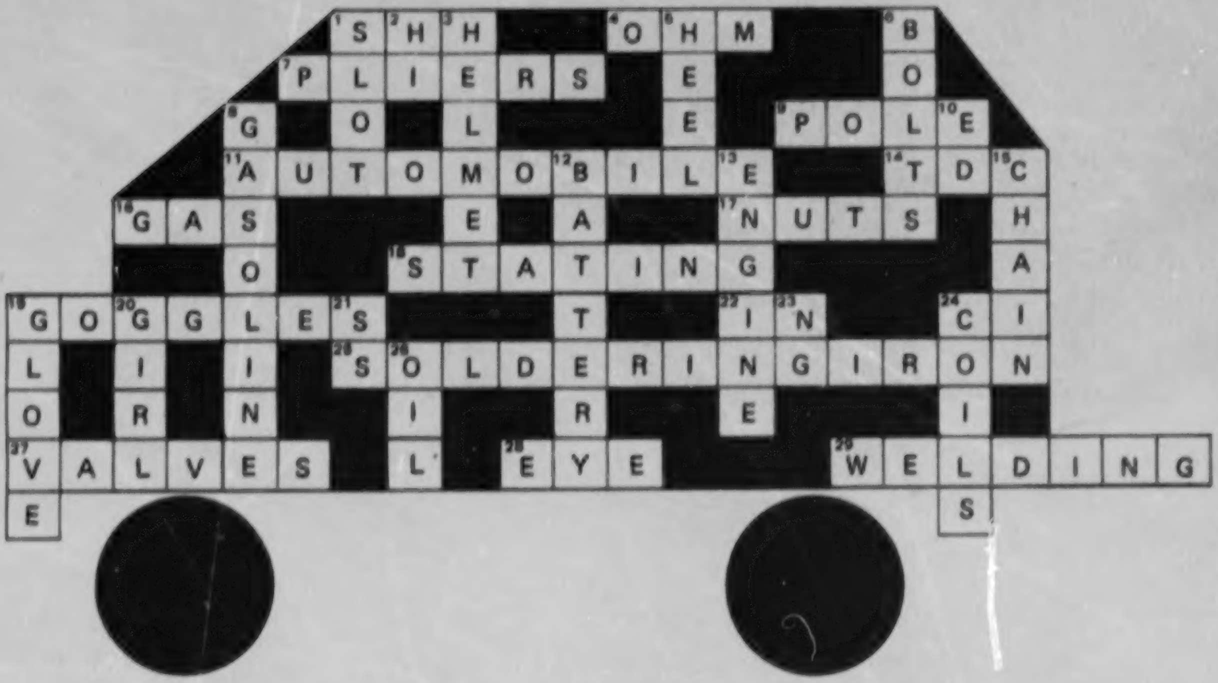
Home and community services vocabulary


1 D
2 T R
3 L A B E L S 4 S C I 5 S S O R 6 S
B S P W U
7 S 8 O I L S 9 B O O O 10 W E T 11 M O P
12 I R O N E H L N E O P
L 13 S 14 D E T E R G E 15 N T 16 O 17 W L
18 V A C U U M A E E 19 D A Y
E R S C 20 E G 21 G 22 S C H
N U T 23 T H 24 R E A D L 25 H A
26 T U B M A I 27 L I O 28 N R
29 S P O N G E C A K E 30 V E S T
P S E 31 S E W

ANSWERS TO ASSIGNMENT SHEETS

PART IV

Technical trades vocabulary


1 S 2 H 3 H 4 O 5 H M 6 B
7 P L I E R S E O
8 G O L E 9 P O L 10 E
11 A U T O M O 12 B I L 13 E 14 T D 15 C
16 G A S E A 17 N U T S H
O 18 S T A T I N G A
19 G O 20 G G L E 21 S T 22 I 23 N 24 C I
L I I 25 S 26 O L D E R I N G I R O N
O R N I R E I
27 V A L V E S L 28 E Y E 29 W E L D I N G
E S

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #12

PART I

A. Evaluated to satisfaction of instructor

B.
1. raced
2. chatted
3. engineer
4. noise
5. tapped
6. angry
7. children
8. food
9. girl
10. hobbled

PART II

A. Evaluated to satisfaction of instructor

B.
1. mature
2. hard
3. shrink
4. noisy
5. cruel
6. hate
7. tall
8. natural
9. pay attention
10. poisonous

PART III

A. Evaluated to satisfaction of instructor

B.
1. rowed
2. patients
3. flour
4. fined
5. hear
6. buy
7. ceiling
8. shoo
9. than
10. your
11. they're
12. passed
13. fourth
14. great
15. haul
16. Wring
17. sum
18. plane
19. ladder
20. tow
21. waste
22. week
23. pair
24. read
25. lessen

Assignment Sheet #13--Evaluated to the satisfaction of the instructor

VOCABULARY
UNIT III

TEST

NAME ______________________________ SCORE ________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Slanting direction

______b. An established method

______c. Group of words containing a subject and verb and expressing a complete thought

______d. Words similar in sound but different in spelling and meaning

______e. The letters *a, e, i, o, u* and sometimes *y*

______f. To place items according to the order of the alphabet

______g. Arrangement following the order of the alphabet

______h. Framework of parallel bars, wires, letters, etc.

______i. Words opposite in meaning and different in spelling

______j. Periods, commas, question marks, etc.

______k. All letters of the alphabet except *a, e, i, o, u*

______l. Two words written as one word

______m. Words similar in meaning but different in spelling

1. Alphabetical order
2. Alphabetize
3. Compound word
4. Consonants
5. Diagonal
6. Grid
7. Pattern
8. Punctuation
9. Sentence
10. Vowels
11. Synonyms
12. Antonyms
13. Homonyms

2. Match terms associated with the use of the dictionary to their correct definitions. Write the correct numbers in the blanks. Terms and definitions are continued on the next page.

______a. Syllable *before* a root or word that changes word meaning

______b. A mark (') placed above a syllable to show that the syllable is spoken with stress upon it

______c. All the words of a language

______d. Emphasis; importance

1. Accent mark
2. Stress
3. Prefix
4. Vocabulary

TEST

______e. Syllable *following* a root or word

______f. Syllable or syllables upon which another word is built; main part of a word; base or stem

______g. Part of a word spoken with a single sound

______h. Book of alphabetically listed words in a language; gives correct spellings, meanings, and pronunciations

5. Dictionary
6. Suffix
7. Syllable
8. Root

3. Select from the following list rules to help you spell correctly. Write an "X" in the blank before each correct rule.

______a. Depend completely on how a word sounds

______b. Learn helpful spelling rules and practice them

______c. Keep a list of words you misspell often

______d. Look at the word and say each syllable slowly; keep a mental picture of how the word looks

______e. Ask a friend

______f. Guess how to spell a word

______g. Check for suffix and prefix

______h. Get in the habit of using the dictionary

______i. Try some memory tricks

______j. Spell the word correctly each time you write it

______k. Learn to pronounce words correctly

______l. Practice writing the word

______m. Say word aloud each time you write it

4. Select from the following list rules used to divide words into syllables. Write an "X" in the blank before each correct rule.

______a. Do not divide words of only one syllable

______b. Divide compound words between the two words

______c. Do not divide a prefix or suffix from the root word

______d. A consonant before "le" usually goes with the "le" syllable

______e. Divide words of one syllable after any letter

TEST

_____f. Divide a word between double consonants

_____g. When words fall in a vowel-consonant/consonant-vowel pattern, divide between consonants

_____h. Divide a prefix or suffix from the root word

5. Select from the following list rules about alphabetical order. Write an "X" in the blank before each correct rule.

_____a. Place a word beginning with "a" first on a list

_____b. Use the second letter to alphabetize when more than one word on a list begins with the same letter

_____c. Alphabetize by second letter when more than one word on a list begins with the same first two letters

_____d. Use the third letter to alphabetize when more than one word on a list begins with the same first two letters

_____e. Alphabetize by the first different letter for each group of words that begins with the same letter

_____f. Place words beginning with "z" last on a list

_____g. When two words begin with the same letter, it does not matter which word is placed first on the list

6. Divide the following words into syllables.

a. doorway _______________

b. rifle _______________

c. torch _______________

d. concern _______________

e. yellow _______________

f. helmet _______________

7. Select from the following list words that are divided correctly. Write an "X" in the blank before each correctly divided word.

_____a. safe • ty

_____b. slip • per • y

_____c. fat • al

_____d. pre • vent

TEST

_____e. lab • el

_____f. in • duce

_____g. o • ver • all

_____h. poi • son

_____i. car • e • ful

_____j. dan • ger

8. Arrange the following words in alphabetical order.

a. tools ____________________

b. vo-tech ____________________

c. carpenter ____________________

d. painter ____________________

e. plumber ____________________

f. hammer ____________________

g. house ____________________

h. anvil ____________________

i. basement ____________________

j. zigzag ____________________

(NOTE: Test questions 9-12 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

9. Select from a list words that are spelled correctly.

10. Mark accents on syllables.

11. Write definitions of words.

12. Write sentences using given words.

VOCABULARY
UNIT III

ANSWERS TO TEST

1.

a.	5	f.	2	k.	4
b.	7	g.	1	l.	3
c.	9	h.	6	m.	11
d.	13	i.	12		
e.	10	j.	8		

2.

a.	3	e.	6
b.	1	f.	8
c.	4	g.	7
d.	2	h.	5

3. b, c, d, g, h, i, j, k, l, m

4. a, b, d, f, g, h

5. a, b, d, e, f

6.

a.	door • way	d.	con • cern
b.	ri • fle	e.	yel • low
c.	torch	f.	hel • met

7. a, b, d, f, g, h, j

8.

a.	anvil	f.	painter
b.	basement	g.	plumber
c.	carpenter	h.	tools
d.	hammer	i.	vo-tech
e.	house	j.	zigzag

9. Evaluated to the satisfaction of the instructor

10. Evaluated to the satisfaction of the instructor

11. Evaluated to the satisfaction of the instructor

12. Evaluated to the satisfaction of the instructor

SAFETY VOCABULARY
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to select rules for, and know terms associated with shop and personal safety. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match colors of the safety code to their correct applications and uses.
3. Select from a list rules for personal safety.
4. Select from a list rules for general shop safety.

SAFETY VOCABULARY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Coordinate with shop teacher, and teach the safety unit at the same time the shop teacher is teaching the safety unit. The English teacher's role is to reinforce safety rules through activities in English.

   F. Make note of students not in shop class. You may wish to assign them a different assignment.

   G. Discuss the importance of safety rules.

   H. Play "Charades" with the safety rules. Assign a rule to a student or a group of students. The students act out the rule without speaking. The rest of the class tries to guess the rule.

   I. Have students make their own word searches of rules and words dealing with safety.

   J. Invite a resource person who deals in safety to visit the class and discuss safety.

      EXAMPLES: Fire fighter, shop supervisor, insurance agent

   K. Teach this unit with vocabulary unit.

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Write Safety Colors to Complete Sentences

      2. Assignment Sheet #2--Match Colors of the Safety Code to Their Correct Applications and Uses

SUGGESTED ACTIVITIES

3. Assignment Sheet #3--Choose Correct Words to Complete Sentences about Safety

4. Assignment Sheet #4--Use Words from Safety Rules to Complete a Crossword Puzzle

5. Assignment Sheet #5--Circle Safety Words

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Henderson, Charles W., and Bob Patton. *General Construction Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

B. Henderson, Charles W., Bob Patton, and Margaret Spann. *General Mechanical Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

C. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

SAFETY VOCABULARY
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Applied--Put on

B. Noncritical--Not as important; not dangerous

C. Designates--Shows

D. Location--Place

E. Hazardous--Dangerous

F. Interior--Inside

G. Reflect--Send back an image of

H. Appropriate--Suitable

I. Rotating--Moving in a circle

J. Participate--Take part in

K. Frequently--Often

L. Preventing--Stopping

M. Defective--Faulty; not right

N. Specific--Exact

O. Authorization--Permission; instructor gives "OK"

P. Severity--How bad something is

Q. Disconnect--Unplug

R. Solvent--Something that can be or is used in dissolving; usually a liquid

S. Determining--Deciding; figuring out

T. Properties--What something is made of

U. Combustible--Capable of burning

V. Flammable--Capable of burning

W. Inflammable--Capable of burning

(NOTE: *Inflammable* is no longer widely used. Should you see it used, it means capable of burning.)

INFORMATION SHEET

II. Colors of the safety code and their applications and uses (Assignment Sheets #1, #2, and #3)

A. GREEN--Applied to noncritical parts of equipment and machine surfaces, nameplates, and bearing surfaces; designates the location of safety and first-aid equipment

B. YELLOW--Applied to operating levers, wheels, handles, and hazardous areas which may cause stumbling, falling, or tripping; designates caution

C. ORANGE--Applied to electrical switches, fuses and electrical power boxes, movable guards and parts, and the interior surfaces of doors; designates dangerous parts of equipment which may cut, crush, shock, or otherwise injure

D. RED--Applied to emergency fire exits, and buttons or levers for electrical switches used for stopping machinery; designates the location of fire fighting equipment and fire hazard areas

(NOTE: Red is the color associated with fire. Gasoline cans are also painted red, with additional identification in the form of a yellow band around the can.)

E. BLUE--Applied to safety tags; designates caution against starting equipment while it is being worked on, or against the use of defective equipment

(NOTE: A blue tag should be lettered "Out of Order.")

F. IVORY--Applied to label edges, vise jaws, and edges of tool rests; used to reflect light and "show the way"

III. Rules for personal safety (Assignment Sheets #3 and #4)

A. Wear shop clothing appropriate to the instructional activity being performed

B. Confine (tie back) long hair before operating rotating equipment

C. Always wear safety glasses; use suitable helmet and goggles for welding

D. Remove ties and scarves when working around machine tools or rotating equipment

E. Remove rings and other jewelry when working in the shop

F. Participate in no horseplay, practical jokes, or running in the shop

G. Use soap and water frequently as a method of preventing skin diseases

INFORMATION SHEET

IV. Rules for general shop safety (Assignment Sheets #3-#5)

A. Keep all hand tools sharp, clean, and in safe working order

B. Report any defective tools, machines, or other equipment to the instructor

C. Keep all guards and safety devices in place, except with the specific authorization of the instructor or supervisor

D. Operate a hazardous machine only after receiving instruction on how to operate the machine safely

E. Report *all* accidents to the instructor regardless of nature or severity

F. Turn off the power before leaving an electrical machine or tool

G. Make sure all guards and barriers are in place and adjusted properly before starting a machine or tool

H. Disconnect the power from machines or tools before oiling or cleaning

I. Clean the chips from a machine with a brush--not with a rag or the bare hands

J. Use a solvent only after determining its properties, what kind of work it has to do, and how to use it

(NOTE: Read the labels on all solvents, noting cautions and special uses.)

K. Use correct, properly fitting wrenches for nuts, bolts, and other objects to be turned or held

L. Keep the shop floor clear of scraps and litter

M. Clean up any spilled liquids immediately

N. Store oily rags or oily waste in *metal* containers

SAFETY VOCABULARY
UNIT I

ASSIGNMENT SHEET #1--WRITE SAFETY COLORS TO COMPLETE SENTENCES

NAME ________________________________ SCORE ______________

The colors of the safety code make sense. Complete the following sentences. Then read to see the connection between the color and the meaning.

A. The color on a stop light that means go ahead, everything is OK, is ____________. Therefore, this safety code color is applied to noncritical parts of equipment. It shows the location of safety and first-aid equipment.

B. The color on a stop light which means caution, watch out, is ________________. Therefore, this safety code color is applied to operating levers, wheels, handles, and to hazardous areas which may cause accidents. Use caution.

C. Fire is ____________________. Therefore, this safety code color indicates the location of fire fighting equipment and fire hazard areas.

D. Hunters wear ____________________ to help them be seen by others. This color indicates dangerous parts of equipment which may cut, crush, shock, or otherwise injure.

E. White is used along highways to mark centers and sometimes edges. A color similar to white is ____________________. This color is used to label edges, vise jaws, and edges of tool rests.

F. When people feel low, depressed, or out of sorts, we often say they are in a _______ mood. This color is used to indicate machinery that is "out of order." It is used to mark machinery that is being worked on or is defective.

SAFETY VOCABULARY
UNIT I

ASSIGNMENT SHEET #2--MATCH COLORS OF THE SAFETY CODE TO THEIR CORRECT APPLICATIONS AND USES

NAME ______________________________ SCORE ______________

Write the number of the color beside the correct statement of application and use.

_____A. Applied to emergency fire exits, and buttons or levers for electrical switches used for stopping machinery; used to show the location of fire fighting equipment and fire hazard areas	1. GREEN 2. YELLOW
_____B. Applied to label edges, vise jaws, and edges of tool rests; used to reflect light and "show the way"	3. ORANGE 4. RED
_____C. Applied to operating levers, wheels, handles, and hazardous areas which may cause stumbling, falling, or tripping; designates caution	5. BLUE 6. IVORY
_____D. Applied to safety tags; designates caution against the use of defective equipment or against starting equipment while it is being worked on	
_____E. Applied to noncritical parts of equipment and machine surfaces, nameplates, and bearing surfaces; designates the location of safety and first-aid equipment	
_____F. Applied to electrical switches, fuses and electrical power boxes, movable guards and parts, and the interior surfaces of doors; designates dangerous parts of equipment which may cut, crush, shock, or otherwise injure	

SAFETY VOCABULARY
UNIT I

ASSIGNMENT SHEET #3--CHOOSE CORRECT WORDS TO COMPLETE SENTENCES ABOUT SAFETY

NAME ______________________________ SCORE ______________

One of the following words will complete the sentences below. Write the word in the blank in each sentence. Make sure that you spell the word correctly. These words and definitions may be found in Objective I of your Information Sheet. Most of the sentences are also on your Information Sheet, Objectives II, III, and IV.

applied
noncritical
designates
location
hazardous
properties
interior
reflect
appropriate
confine
rotating
participate
frequently
preventing
defective
specific
authorization
severity
disconnect
solvent
determining

A. Wear shop clothing ______________________ to the instructional activity being performed.

B. Report *all* accidents to the instructor regardless of nature or ______________.

C. Green in the safety color code designates the ______________________ of safety and first-aid equipment.

D. ______________________ in no horseplay, practical jokes, or running in the shop.

E. Use a ______________________ only after ______________________ its ______________________, what kind of work it has to do, and how to use it.

F. Yellow in the safety code is ______________________ to operating levers to indicate caution.

ASSIGNMENT SHEET #3

G. ______________________________ (tie back) long hair before operating ______________________________ equipment.

H. Green in the color safety code is applied to ______________________________ parts of equipment.

I. Orange in the color safety code ______________________________ dangerous parts of equipment which may cut, crush, shock, or otherwise injure.

J. Operate a ______________________________ machine only after receiving instruction on how to operate the machine safely.

K. Keep all guards and safety devices in place, except with the ____________________ ______________________________ of the instructor or supervisor. (two words)

L. Orange in the color safety code is applied to ______________________________ surfaces of doors.

M. Ivory in the color safety code is used to ______________________________ light.

N. Use soap and water ____________________ as a method of ____________________ skin diseases.

O. Report any ______________________________ tools, machines, or other equipment to the instructor.

P. ______________________________ the power from machines or tools before oiling or cleaning.

SAFETY VOCABULARY
UNIT I

ASSIGNMENT SHEET #4--USE WORDS FROM SAFETY RULES TO COMPLETE A CROSSWORD PUZZLE

NAME ________________________________ SCORE ______________

Complete the crossword puzzle on the following page. Use the safety rules in Objectives III and IV of your Information Sheet to help with puzzle clues. Nine across has been done for you.

ACROSS

3. Use a ____________ only after determining its properties, what kind of work it has to do, and how to use it
6. Wear shop ____________ appropriate to the instructional activity being performed
8. Turn __________ the power before leaving an electrical machine or tool
9. Clean up any _______________ed liquids immediately
10. Clean up ___________ spilled liquids immediatey
11. Use ___________, properly fitting wrenches for nuts, bolts, and other objects to be turned or held
13. ___________; opposite of *no*
15. ___________ up any spilled liquids immediately
18. ___________ any defective tools, machines, or other equipment to the instructor
20. Make sure all _____________ and barriers are in place and adjusted properly before starting a machine or tool
22. As __________ as possible
23. Remove __________ and scarves when working around machine tools or rotating equipment
24. Never look a ___________ horse in the mouth
25. Oily rags or oily waste should be stored in ______________ containers

DOWN

1. Always wear safety ___________; use suitable helment and goggles for welding
2. __________ the power from machines or tools before oiling or cleaning
3. Rules for general shop ____________
4. Report any defective tools, machines or other _____________ to the instructor

ASSIGNMENT SHEET #4

5. Keep all hand ______________ sharp, clean, and in safe working order

6. Keep the shop floor ______________ of scraps and litter

7. Operate a hazardous machine ______________ after receiving instruction on how to operate the machine safely

12. Remove ______________ and other jewelry when working in the shop

14. Clean the chips from a machine with a ______________--not with a rag or the bare hands

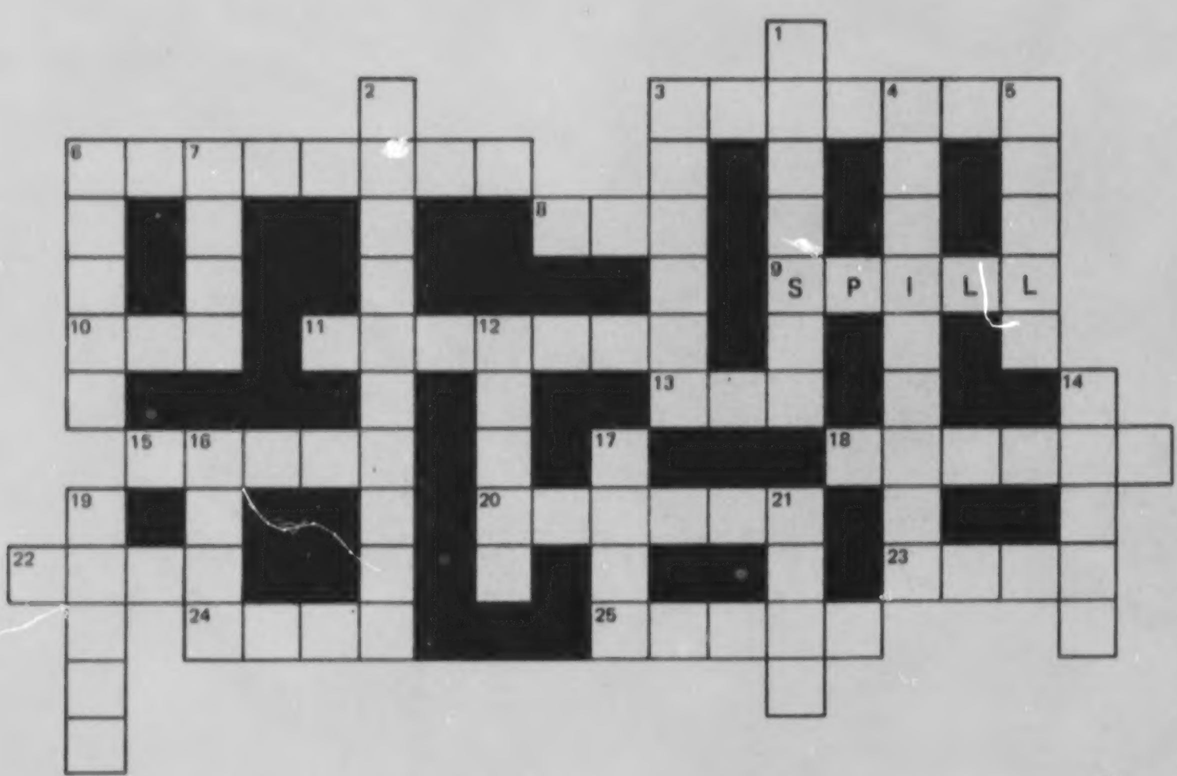
16. Confine (tie back) ______________ hair before operating rotating equipment

17. Follow safety rules to avoid ______________ing yourself or others

19. Participate in no horseplay, practical ______________, or running in the shop area

21. Use ______________ and water frequently as a method of preventing skin diseases

ASSIGNMENT SHEET #4


1
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S P I L L
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SAFETY VOCABULARY
UNIT I

ASSIGNMENT SHEET #5--CIRCLE SAFETY WORDS

NAME ______________________________ SCORE ______________

Circle at least 10 safety words hidden in the puzzle below. The words may be written horizontally, vertically, or diagonally. Some words may overlap. One has been located for you. A score of 10 is good, 15 is very good, and 20 is excellent.

F	N	O	W	Y	E	L	L	O	W	I	S	T	H	E	R
O	I	V	O	R	Y	C	N	E	G	R	E	M	E	T	U
A	L	R	I	M	E	O	F	O	R	A	L	L	V	G	B
M	L	O	S	O	D	D	M	E	C	R	E	D	I	N	B
T	N	O	C	T	O	E	M	E	T	A	O	T	T	H	I
E	E	A	I	D	A	N	G	E	R	D	R	O	C	F	S
T	S	H	E	I	V	I	C	T	I	M	R	E	E	C	H
O	S	U	N	T	R	Y	D	A	M	A	G	E	F	T	T
S	L	I	P	P	E	R	Y	H	E	Q	U	I	E	C	K
B	A	N	Y	R	O	W	T	N	G	B	F	M	D	O	X
J	C	O	R	A	N	G	E	U	M	O	L	P	E	D	O
V	I	I	U	E	R	T	F	H	E	E	G	U	A	R	D
L	M	T	J	C	L	E	A	N	H	A	Z	G	E	Y	B
L	E	U	N	A	C	K	S	D	O	G	A	N	L	D	B
R	H	A	I	O	K	E	H	I	S	T	G	R	E	E	N
A	C	C	I	D	E	N	T	O	E	F	I	R	E	O	S

ACCIDENT
BLUE
CARE
CAUTION
CHEMICAL
CLEAN
CODE
DAMAGE
DANGER
DEFECTIVE
EMERGENCY
FIRE
FIRST AID
FOAM
GOGGLES
GREEN
GUARD
HELMET
ILLNESS
INJURY
IVORY
ORANGE
RED
RUBBISH
SAFETY
SLIPPERY
VICTIM
YELLOW

SAFETY VOCABULARY
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. Green

B. Yellow

C. Red

D. Orange

E. Ivory

F. Blue

Assignment Sheet #2

A. 4

B. 6

C. 2

D. 5

E. 1

F. 3

Assignment Sheet #3

A. appropriate

B. severity

C. location

D. Participate

E. solvent, determining, properties

F. applied

G. Confine, rotating

H. noncritical

I. designates

J. hazardous

K. specific, authorization

L. interior

M. reflect

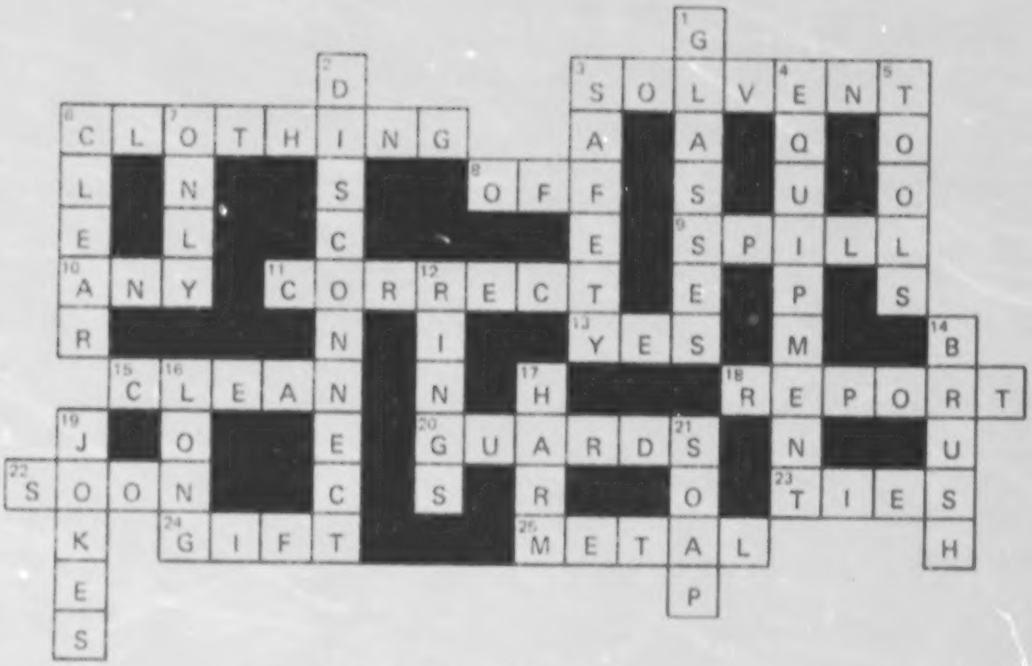
N. frequently, preventing

O. defective

P. Disconnect

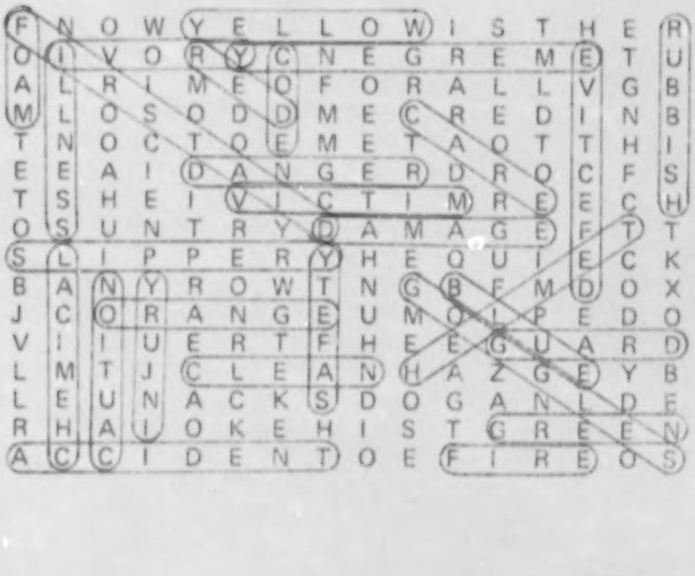
ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4



```
                          G
            D         S O L V E N T
  C L O T H I N G     A   A   Q   O
  L   N     S     O F F   S   U   O
  E   L     C         E   S P I L L
  A N Y   C O R R E C T   E   P   S
  R         N   I     Y E S   M     B
    C L E A N   N   H       R E P O R T
  J   O     E   G U A R D S   N     U
S O O N     C   S   R     O   T I E S
  K   G I F T       M E T A L       H
  E                       P
  S
```

Assignment Sheet #5



```
F N O W Y E L L O W I S T H E R
O I V O R Y C N E G R E M E T U
A L R I M E O F O R A L L V G B
M L O S O D D M E C R E D I N B
T N O C T O E M E T A O T T H I
E E A I D A N G E R D R O C F S
T S H E I V I C T I M R E E C H
O S U N T R Y D A M A G E F T T
S L I P P E R Y H E Q U I E C K
B A N Y R O W T N G B F M D O X
J C O R A N G E U M O L P E D O
V I I U E R T F H E E G U A R D
L M T J C L E A N H A Z G E Y B
L E U N A C K S D O G A N L D E
R H A I O K E H I S T G R E E N
A C C I D E N T O E F I R E O S
```

SAFETY VOCABULARY
UNIT I

TEST

NAME ____________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks. Some blanks will contain more than one number.

_____a. Permission; instructor gives "OK"

_____b. How bad something is

_____c. Exact

_____d. Capable of burning

_____e. Put on

_____f. Unplug

_____g. Not as important; not dangerous

_____h. What something is made of

_____i. Moving in a circle

_____j. Shows

_____k. Deciding; figuring out

_____l. Place

_____m. Something that can be or is used in dissolving; usually a liquid

_____n. Faulty; not right

_____o. Inside

_____p. Send back an image of

_____q. Stopping

_____r. Often

_____s. Dangerous

_____t. Suitable

_____u. Take part in

1. Applied
2. Noncritical
3. Designates
4. Location
5. Hazardous
6. Interior
7. Reflect
8. Appropriate
9. Inflammable
10. Rotating
11. Participate
12. Frequently
13. Preventing
14. Defective
15. Specific
16. Authorization
17. Severity
18. Disconnect
19. Solvent
20. Determining
21. Properties
22. Combustible
23. Flammable

TEST

2. Match colors of the safety code to their correct applications and uses. Write the correct numbers in the blanks.

_____a. Applied to emergency fire exits, and buttons or levers for electrical switches used for stopping machinery; designates the location of fire fighting equipment and fire hazard areas

_____b. Applied to label edges, vise jaws, and edges of tool rests; used to reflect light and "show the way"

_____c. Applied to safety tags; designates caution against starting equipment while it is being worked on, or against the use of defective equipment

_____d. Applied to noncritical parts of equipment and machine surfaces, nameplates, and bearing surfaces; designates the location of safety and first-aid equipment

_____e. Applied to operating levers, wheels, handles, and hazardous areas which may cause stumbling, falling, or tripping; designates caution

_____f. Applied to electrical switches, fuses and electrical power boxes, movable guards and parts, and the interior surfaces of doors; designates dangerous parts of equipment which may cut, crush, shock, or otherwise injure

1. GREEN
2. YELLOW
3. ORANGE
4. RED
5. BLUE
6. IVORY

3. Select from the following list rules for personal safety. Write an "X" in the blank before each correct answer.

_____a. Wear cut-off jeans while welding

_____b. Remove rings and other jewelry when working in the shop

_____c. Wear safety glasses only when welding

_____d. Participate in horseplay in shop areas away from the rotating equipment

_____e. Use soap and water frequently as a method of preventing skin diseases

_____f. Remove ties and scarves when working around machine tools or rotating equipment

_____g. Always wear safety glasses; use suitable helmet and goggles for welding

TEST

_____h. Wear only a medallion on a chain around the neck, because a chain will probably break if it gets caught in a machine

_____i. Confine (tie back) long hair before operating rotating equipment

4. Select from the following list rules for general shop safety. Write an "X" in the blank before each correct answer.

_____a. Use an electric drill with a missing ground wire

_____b. Turn off a defective machine and tell no one that it is defective

_____c. Keep all guards and safety devices in place, except with the specific authorization of the instructor or supervisor

_____d. Operate a hazardous machine by trial and error if the instructor has not had time to give instruction on how to operate the machine safely

_____e. Keep all hand tools sharp, clean, and in safe working order

_____f. Turn off the power before leaving an electrical machine or tool

_____g. Report only severe accidents to the instructor

_____h. Wait until the end of the class period to clean up all spills

_____i. Clean the chips from a machine with a brush--not with a rag or the bare hands

_____j. Oil power tools while they are running so that the oil will get to working parts

_____k. Store oily rags or oily waste in *metal* containers

_____l. Keep the shop floor clear of scraps and litter

_____m. Use a power tool with a guard missing, but be extremely careful since the instructor did not authorize removing the guard

_____n. Use correct, properly fitting wrenches for nuts, bolts, and other objects to be turned or held

_____o. Use a solvent only after determining its properties, what kind of work it has to do, and how to use it

SAFETY VOCABULARY
UNIT I

ANSWERS TO TEST

1. a. 16
   b. 17
   c. 15
   d. 9, 22, 23
   e. 1
   f. 18
   g. 2
   h. 21
   i. 10
   j. 3
   k. 20
   l. 4
   m. 19
   n. 14
   o. 6
   p. 7
   q. 13
   r. 12
   s. 5
   t. 8
   u. 11

2. a. 4
   b. 6
   c. 5
   d. 1
   e. 2
   f. 3

3. b, e, f, g, i

4. c, e, f, i, k, l, n, o

SOCIAL SECURITY
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to name three major social security benefits available, tell how to apply for a card, name two necessary types of documentation, and complete a social security application. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with social security to their correct definitions.
2. Name three major social security benefits available.
3. Name two proofs you must provide when applying for a social security card.
4. Tell how to apply for a social security card.
5. Tell what to do with both parts of a social security card.
6. Complete parts 1-5 on an application for a social security card.
7. Complete parts 6-14 on an application for a social security card.

SOCIAL SECURITY
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Make transparencies.

  D. Discuss information sheet.

  E. Discuss assignment sheets.

  F. Provide equipment and facilities for assignments.

  G. Monitor Assignment Sheets #1 and #2 carefully. Assignment Sheet #3 is an independent activity.

  H. Locate local social security office and give students the address, or arrange to take them on a tour of the facility.

  I. Remind students that social security benefits are constantly changing. They need to contact their local office for updates.

  J. Obtain pamphlets about cards from social security office. Give one to each student.

  K. Give test.

  L. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1--Basic Social Security Benefits

    2. TM #2--Social Security Card

  E. Assignment sheets

    1. Assignment Sheet #1--Complete Parts 1-5 on an Application for a Social Security Card

SUGGESTED ACTIVITIES

2. Assignment Sheet #2--Complete Parts 6-14 on an Application for a Social Security Card

3. Assignment Sheet #3--Complete Application for Social Security Card

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. "Application for a Social Security Card." U.S. Department of Health and Human Services, Social Security Administration, Form SS-5. February, 1981.

B. "Applying for a Social Security Number." U.S. Department of Health, Education, and Welfare. Social Security Administration, DHEW Publication No. (SSA) 76-10064. January, 1976.

C. "For Your Future," U.S. Department of Health and Human Services, Social Security Administration, SSA Publication No. 05-10023. February, 1980.

D. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

SOCIAL SECURITY
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Benefits--Payments

   B. Disability--Illness or injury that causes a person to be unable to work

   C. Impairment--Injury

   D. Dependent--Someone who depends on someone else for support

   E. Alien--Not a United States citizen

   F. Submit--Turn in

   G. Unique--One of a kind

   H. Documentation--Papers containing evidence, proof

II. Social security basic benefits (Transparency #1)

   (NOTE: Contact local social security office for up-to-date information.)

   A. Disability protection

      (NOTE: Available if unable to work for a certain amount of time due to physical or mental impairment; must have worked previously for a certain amount of time.)

   B. Survivors' insurance

      (NOTE: Dependents of a covered worker can get money in the event of the worker's death.)

   C. Retirement income

      (NOTE: This will vary, depending upon how old the worker is and how long the person has worked.)

III. Proofs necessary to apply for a social security card

   A. Age and citizenship

      EXAMPLE: Birth certificate

      (NOTE: Only original documents are accepted as proof.)

INFORMATION SHEET

B. Identity

EXAMPLES: Driver's license; school record or report card; church membership or confirmation record; voter's registration card; clinic, doctor, or hospital record

(NOTE: Only original documents are accepted as proof.)

IV. Applying for a social security card (Assignment Sheets #1, #2, and #3)

A. Apply in person if you are 18 or older and have never had a card

B. Apply in person if you are an alien

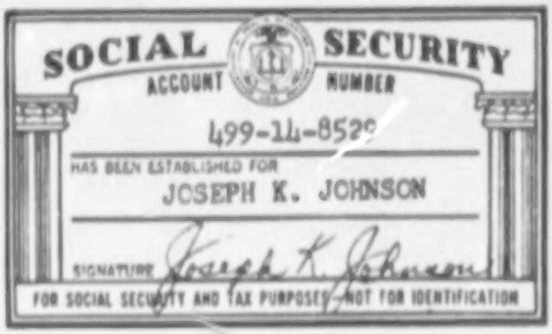
C. Complete application and return by mail if you are not an alien, or have been issued a card

EXAMPLE: You lost your card

V. Two parts of a social security card (Transparency #2; Figures 1 and 2)

A. Carry top part with you

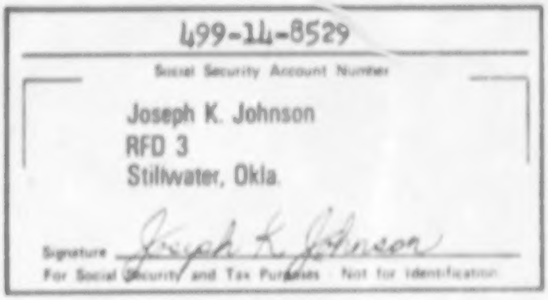
FIGURE 1



SOCIAL SECURITY
ACCOUNT NUMBER
499-14-8529
HAS BEEN ESTABLISHED FOR
JOSEPH K. JOHNSON
SIGNATURE Joseph K. Johnson
FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

B. Keep bottom part in safe place

FIGURE 2



499-14-8529
Social Security Account Number
Joseph K. Johnson
RFD 3
Stillwater, Okla.
Signature Joseph K. Johnson
For Social Security and Tax Purposes - Not for Identification

Basic Social Security Benefits

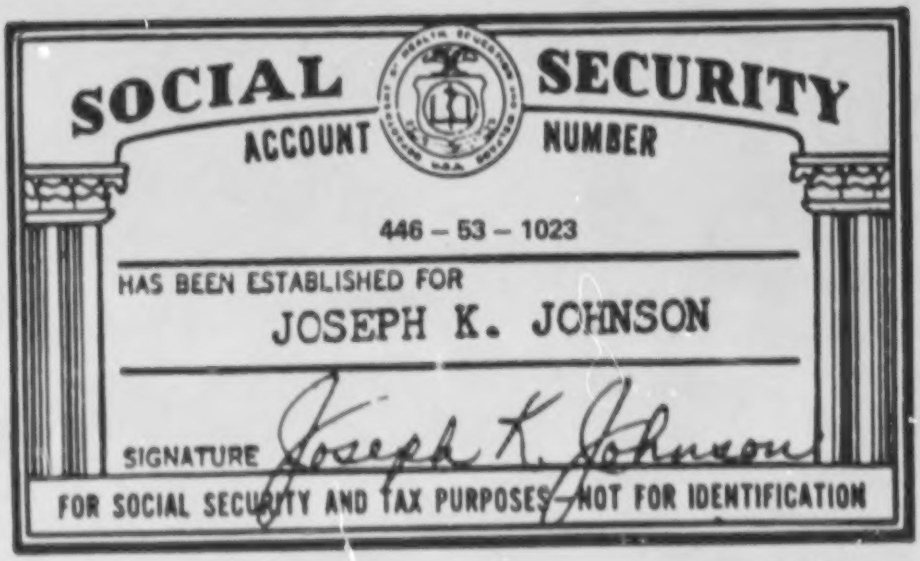
Disability Protection

Survivors' Insurance

Retirement Income

Sample Social Security Card

The part you carry looks like this:



SOCIAL SECURITY

ACCOUNT NUMBER

446 – 53 – 1023

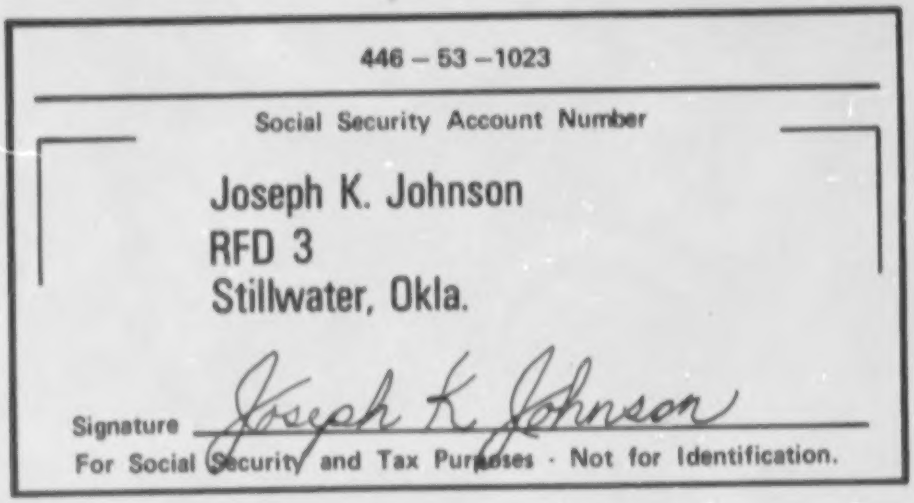
HAS BEEN ESTABLISHED FOR

JOSEPH K. JOHNSON

SIGNATURE Joseph K. Johnson

FOR SOCIAL SECURITY AND TAX PURPOSES—NOT FOR IDENTIFICATION

The part you keep in a safe place looks like this:



446 – 53 – 1023

Social Security Account Number

Joseph K. Johnson
RFD 3
Stillwater, Okla.

Signature Joseph K. Johnson

For Social Security and Tax Purposes · Not for Identification.

SOCIAL SECURITY
UNIT II

ASSIGNMENT SHEET #1--COMPLETE PARTS 1-5 ON AN APPLICATON FOR A SOCIAL SECURITY CARD

NAME ______________________________ SCORE ______________

PART I

Read the instructions below for each part of sections 1-5 on the application for a social security card. Then complete Sections 1-5, Part II, on the following page.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the spaces for the answer. If you have any questions about how to complete the form, what papers you must submit with it, or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

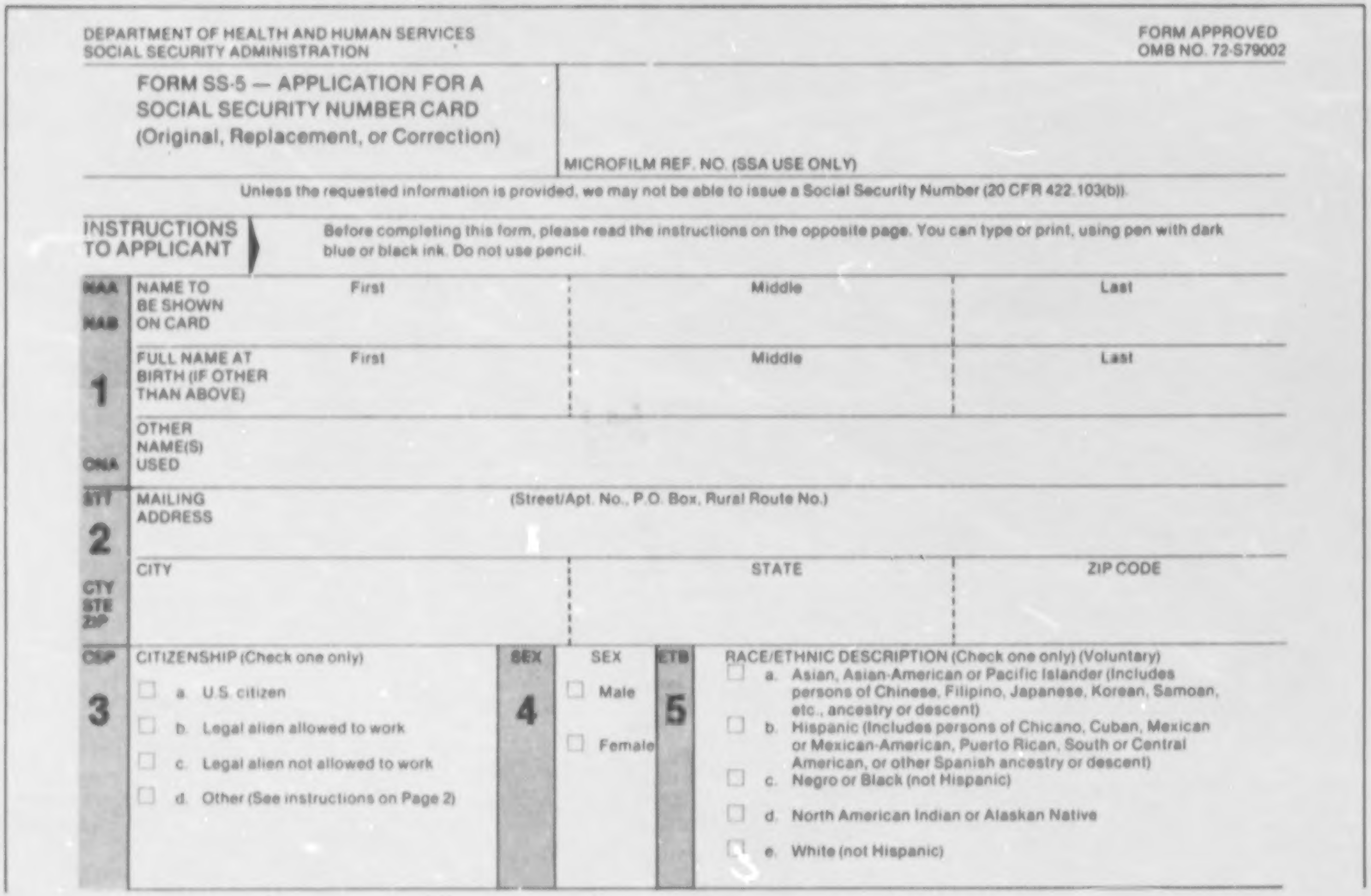
3. Check the block which applies to you. If you checked "Other," please sumbit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

PART II

ASSIGNMENT SHEET #1



DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 — APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement, or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b)).

INSTRUCTIONS TO APPLICANT Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAB	NAME TO BE SHOWN ON CARD	First	Middle	Last
1	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
ONA	OTHER NAME(S) USED			
STT 2	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CTY STE ZIP	CITY		STATE	ZIP CODE

CSP **3** CITIZENSHIP (Check one only)

- ☐ a. U.S. citizen
- ☐ b. Legal alien allowed to work
- ☐ c. Legal alien not allowed to work
- ☐ d. Other (See instructions on Page 2)

SEX **4** SEX

- ☐ Male
- ☐ Female

ETB **5** RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)

- ☐ a. Asian, Asian-American or Pacific Islander (Includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
- ☐ b. Hispanic (Includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
- ☐ c. Negro or Black (not Hispanic)
- ☐ d. North American Indian or Alaskan Native
- ☐ e. White (not Hispanic)

SOCIAL SECURITY
UNIT II

ASSIGNMENT SHEET #2--COMPLETE PARTS 6-14 ON AN APPLICATION FOR A SOCIAL SECURITY CARD

NAME ______________________________ SCORE ______________

PART I

Read the instructions below for each part of sections 6-14 on the application for a Social Security card. Then compete Sections 6-14, PART II, on the following page.

6. Enter your date of birth by month, day, year.

7. Enter your age as of your *last* birthday.

8. Enter the city and state where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are completing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

PART II

ASSIGNMENT SHEET #2

DOB **6** DATE OF BIRTH	MONTH	DAY	YEAR	AGE **7** PRESENT AGE	PLB **8** PLACE OF BIRTH — CITY / STATE OR FOREIGN COUNTRY

MNA **9** MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
PNA FATHER'S NAME	First	Middle	Last

PNO **10** a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes

If you check "yes," complete items "b" through "e" below; otherwise go to item 11

SSN PNS PNY b. Enter social security number | c. In what state did you apply? | What year?

NLC d. Enter the name shown on your most recent social security card | e. If the birth date you used was different from the date shown in item 6, enter it here | MONTH | DAY | YEAR

DON **11** TODAY'S DATE | MONTH | DAY | YEAR | **12** Telephone number where we can reach you during the day | HOME | OTHER

ASD **WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.**

13 YOUR SIGNATURE | **14** YOUR RELATIONSHIP TO PERSON IN ITEM 1 ☐ Self ☐ Other (Specify) ____________

WITNESS (Needed only if signed by mark "X") | WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY) | DTC SSA RECEIPT DATE ____________

☐ SUPPORTING DOCUMENT— EXPEDITE CASE | SSN ASSIGNED OR VERIFIED

☐ DUP ISSUED | SSN | NPN

DOC | NTC | CAN | BIC | SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

TYPE(S) OF EVIDENCE SUBMITTED | ☐ MANDATORY IN PERSON INTERVIEW CONDUCTED | DATE | DATE

IDN | ITV | DCL

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

ENG I - 45-B

SOCIAL SECURITY
UNIT II

ASSIGNMENT SHEET #3-COMPLETE APPLICATION FOR SOCIAL SECURITY CARD

NAME________________________________ SCORE ______________

PART I

Complete the application on the following page without help from your instructor. Use the instructions below.

INSTRUCTIONS FOR COMPLETING THE APPLICATION FORM

If you do not know the answer to a question and cannot find the answer, write "unknown" in the spaces for the answer. If you have any questions about how to complete the form, what papers you must submit with it, or whether a personal interview will be necessary, please call your nearest social security office at the number listed in your telephone directory. After your completed application and all necessary evidence are received, your local office can tell you approximately how long it will take before you get your social security card in the mail. The instructions below are numbered to correspond with the numbered items on the application.

1. Please enter your full name as you use it for work, school, or other official business. If you have a middle name, enter it in full in the space provided. Your entire name will be recorded in our records; however, only your first name, middle initial and last name will appear on the card itself, unless you specifically request that we spell out your middle name.

   If your name has changed, show the name you were given at birth on the second line.

   If you have used any other name during your lifetime, show it on the third line. Do not include nicknames unless used officially at school or work. More than one such name can be shown.

2. Enter the address where you want your social security card mailed. If mail under your name is not normally received at the address which you show, use an "in care of" address. Example: c/o J. Doe, 1 Elm St.

3. Check the block which applies to you. If you checked "Other," please submit a statement explaining your situation and why you need a social security number. (You may attach a separate sheet.)

4. Check the block to indicate your sex.

5. While your failure to complete this question will not affect your obtaining a social security number, this information is important to find out how Social Security programs affect different groups of people in our Nation. It is also essential for preparing statistics to determine compliance with Federal civil rights laws. When used for this purpose, statistics are presented as summaries or other forms of information which do not reveal the names of individuals.

ASSIGNMENT SHEET #3

6. Enter your date of birth by month, day, year.

7. Enter your age as of your *last* birthday.

8. Enter the city and state where you were born. If you were born outside the U.S., show the name of the city and country. Please do not use abbreviations.

9. The names of your parents, even if they are no longer alive, are very important in establishing your unique and individual record with social security. Be certain to show your mother's full name at her birth. If your father's last name is different from your name at birth, please explain by writing, for example, "step-father" or "adopting father" after your father's name. Use whichever name you prefer. If, however, you have ever requested a card before, use the name of the same father, step-father, etc. you used when you first applied.

10. If your answer to item 10a is "No," or "Don't Know," go to item 11. If your answer is "Yes," answer questions 10b through 10e. If you applied for a social security number card before but never received it, draw a line through item 10b and try to answer both questions of item 10c as carefully as you can.

11. Enter today's date by month, day, year.

12. If we must contact you for any reason, we would prefer to phone you. Please indicate a phone number where we can reach you or leave a message for you.

13. Sign your name as it is usually written. Do not print unless your usual signature is printed. If you are applying on behalf of someone else, sign your own name. If you cannot write your name, you may sign by an "X" mark. Two persons must sign as witnesses to your mark.

14. Check the block marked "self" if you are completing the form for yourself. If you are competing the form for someone else, check the "other" block and show your relationship to the applicant; for example, "father" or "guardian."

Instructions on the Assignment Sheets are reprinted from the actual instructions on the application for a social security number card.

PART II

ASSIGNMENT SHEET #3

DEPARTMENT OF HEALTH AND HUMAN SERVICES
SOCIAL SECURITY ADMINISTRATION

FORM APPROVED
OMB NO. 72-S79002

FORM SS-5 — APPLICATION FOR A SOCIAL SECURITY NUMBER CARD
(Original, Replacement, or Correction)

MICROFILM REF. NO. (SSA USE ONLY)

Unless the requested information is provided, we may not be able to issue a Social Security Number (20 CFR 422.103(b)).

INSTRUCTIONS TO APPLICANT Before completing this form, please read the instructions on the opposite page. You can type or print, using pen with dark blue or black ink. Do not use pencil.

NAA NAB 1	NAME TO BE SHOWN ON CARD	First	Middle	Last
	FULL NAME AT BIRTH (IF OTHER THAN ABOVE)	First	Middle	Last
ONA	OTHER NAME(S) USED			
STT 2	MAILING ADDRESS	(Street/Apt. No., P.O. Box, Rural Route No.)		
CTY STE ZIP	CITY		STATE	ZIP CODE

CSP 3 CITIZENSHIP (Check one only)

☐ a. U.S. citizen
☐ b. Legal alien allowed to work
☐ c. Legal alien not allowed to work
☐ d. Other (See instructions on Page 2)

SEX 4 SEX

☐ Male
☐ Female

ETB 5 RACE/ETHNIC DESCRIPTION (Check one only) (Voluntary)

☐ a. Asian, Asian-American or Pacific Islander (includes persons of Chinese, Filipino, Japanese, Korean, Samoan, etc., ancestry or descent)
☐ b. Hispanic (includes persons of Chicano, Cuban, Mexican or Mexican-American, Puerto Rican, South or Central American, or other Spanish ancestry or descent)
☐ c. Negro or Black (not Hispanic)
☐ d. North American Indian or Alaskan Native
☐ e. White (not Hispanic)

DOB 6	DATE OF BIRTH	MONTH	DAY	YEAR	AGE 7	PRESENT AGE	PLB 8	PLACE OF BIRTH	CITY	STATE OR FOREIGN COUNTRY

MNA 9	MOTHER'S NAME AT HER BIRTH	First	Middle	Last (her maiden name)
FNA	FATHER'S NAME	First	Middle	Last

PNO 10
a. Have you or someone on your behalf applied for a social security number before? ☐ No ☐ Don't Know ☐ Yes
If you check "yes," complete items "b" through "e" below, otherwise go to item 11.

SSN PNS PNY
b. Enter social security number
c. In what state did you apply?
What year?

NLC
d. Enter the name shown on your most recent social security card
e. If the birth date you used was different from the date shown in item 5, enter it here.
MONTH | DAY | YEAR

DON 11
TODAY'S DATE
MONTH | DAY | YEAR

12
Telephone number where we can reach you during the day
HOME | OTHER

ASD
WARNING: Deliberately providing false information on this application is punishable by a fine of $1,000 or one year in jail, or both.

13
YOUR SIGNATURE

WITNESS (Needed only if signed by mark "X")

14
YOUR RELATIONSHIP TO PERSON IN ITEM 1
☐ Self ☐ Other (Specify) ______________

WITNESS (Needed only if signed by mark "X")

DO NOT WRITE BELOW THIS LINE (FOR SSA USE ONLY)

DTC SSA RECEIPT DATE ______________

☐ SUPPORTING DOCUMENT — EXPEDITE CASE
☐ DUP ISSUED
SSN ASSIGNED OR VERIFIED
SSN

NPN

BIC

DOC
NTC
CAN

SIGNATURE AND TITLE OF EMPLOYEE(S) REVIEWING EVIDENCE AND/OR CONDUCTING INTERVIEW.

DATE

DATE

TYPE(S) OF EVIDENCE SUBMITTED

☐ MANDATORY IN PERSON INTERVIEW CONDUCTED

IDN
ITV
DCL

FORM SS-5 (2-81) PRIOR EDITIONS SHOULD BE DESTROYED

SOCIAL SECURITY
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

SOCIAL SECURITY
UNIT II

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit with their correct definitions. Write the correct numbers in the blanks.

_____a. Illness or injury that causes a person to be unable to work

_____b. Injury

_____c. Turn in

_____d. Payments

_____e. One of a kind

_____f. Papers containing evidence, proof

_____g. Not a United States citizen

_____h. Someone who depends on someone else for support

1. Benefits
2. Alien
3. Disability
4. Impairment
5. Dependent
6. Submit
7. Unique
8. Documentation

2. Name three major social security benefits available.

a. ______________________________

b. ______________________________

c. ______________________________

3. Name two proofs you must provide when applying for a social security card.

a. ______________________________

b. ______________________________

4. Tell how to apply for a social security card.

a. ______________________________

____

b. ______________________________

c. ______________________________

____

TEST

5. Tell what to do with both parts of a social security card.

   a. ____

   b. ____

(NOTE: Test questions 6 and 7 are the assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Complete parts 1-5 on an application for a social security card.

7. Complete parts 6-14 on an application for a social security card.

SOCIAL SECURITY
UNIT II

ANSWERS TO TEST

1. a. 3
   b. 4
   c. 6
   d. 1
   e. 7
   f. 8
   g. 2
   h. 5

2. (In any order)
   a. Disability protection
   b. Survivors' insurance
   c. Retirement income

3. a. Age and citizenship
   b. Identity

4. a. Apply in person if you are 18 or older and have never had a card
   b. Apply in person if you are an alien
   c. Complete application and return by mail if you are not an alien, or have been issued a card

5. a. Carry top part with you
   b. Keep bottom part in safe place

6. Evaluated to the satisfaction of the instructor

7. Evaluated to the satisfaction of the instructor

KNOW YOURSELF
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to choose aids in identifying personal characteristics and write one objective and plan for action. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Choose from a list aids in identifying personal characteristics.
3. Name three types of personal goals.
4. Name ways to meet personal goals.
5. Write goals and actions.

KNOW YOURSELF
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Make transparency.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

D. Discuss information sheet.

E. Discuss assignment sheets.

(NOTE: Assignment Sheets #3 - #9 should *not* be evaluated for content. Check only to see that assignments have been completed.)

F. Be tactful and aid students in looking at themselves honestly. Do not force discussion unless students volunteer.

G. Have students list the various roles they fulfill--student, sister, brother, or cousin.

H Have students write a sentence stating what they expect of themselves, of their teachers, and of their family this year. Keep for review at the end of the year.

I. Point out that goals may be defined for personal growth and/or material objects one wants.

J. Consider assigning Assignment Sheet #3 as homework.

K. Ask students to "place" themselves on the ladder in Transparency #1.

L. Collect and bring to class a pile of old magazines that the students can use to complete Assignment Sheet #9.

M. Help students draw or illustrate with pictures Assignment Sheet #9. Make a display of the assignments.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

SUGGESTED ACTIVITIES

D. Transparency Master: TM #1--Ladder of Self-Accomplishment

E. Assignment Sheets

1. Assignment Sheet #1--Write Plan of Action
2. Assignment Sheet #2--Write Goals and Actions
3. Assignment Sheet #3--Describe How You Spend Your Time
4. Assignment Sheet #4--Complete Sentences about Your Goals, Activities, Likes, and Dislikes
5. Assignment Sheet #5--Increase Self-Awareness
6. Assignment Sheet #6--Complete a Self-Awareness Checklist
7. Assignment Sheet #7--Describe Yourself
8. Assignment Sheet #8--Name Personal Characteristics by Using the Letters in Your Name
9. Assignment Sheet #9--Draw Your "Coat of Arms"

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Gelatt, H. E.; Barbara Varenhorst, and Richard Carey. *Deciding.* New York: College Entrance Examination Board, 1972.

B. Kiley, M.A. *Personal and Interpersonal Appraisal Techniques.* Springfield, Illinois: Charles C. Thomas, 1975.

C. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, I971.

KNOW YOURSELF
UNIT I

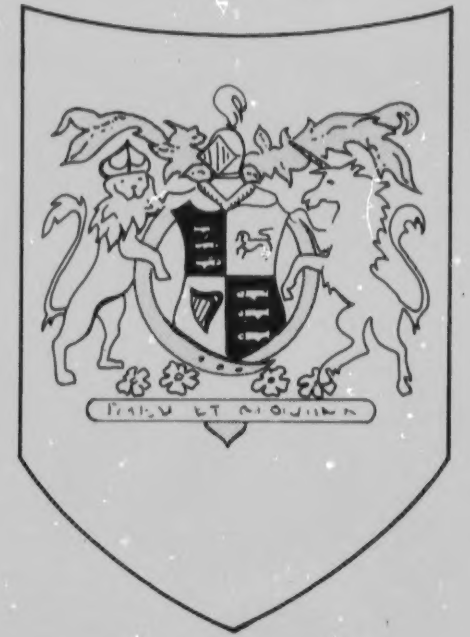
INFORMATION SHEET

I. Terms and definitions

A. Coat of Arms--Group of figures and pictures on a shield; serves as a special symbol of a family (Figure 1; Assignment Sheet #9)

EXAMPLE:

FIGURE 1



B. Personal characteristics--Qualities that help explain who you are

EXAMPLES: Happy, pretty, smart

C. Personal goal--Something you want; an accomplishment you wish to gain

EXAMPLE: I want to meet more people this year.

D. Practical--Useful and sensible

E. Criticism--Someone's opinion

F. Sentence--Group of words containing a subject and verb and expressing a complete thought

INFORMATION SHEET

II. Aids in identifying personal characteristics (Assignment Sheets #3-#8)

- A. Decide how you like to spend your time
- B. Complete sentences about your goals, activities, likes, and dislikes
- C. Choose statements that you feel best describe you
- D. Choose adjectives that you feel best describe you

III. Types of personal goals

- A. Long-term goals

  EXAMPLE: I would like to be a carpenter.

- B. Medium-term goals

  EXAMPLE: I would like to graduate from high school.

- C. Short-term goals

  EXAMPLE: I would like to build a doghouse.

IV. Ways to meet personal goals (Transparency #1; Assignment Sheets #1 and #2)

- A. Be practical

  EXAMPLES: Practical: I will use scrap lumber to build a doghouse.

  Impractical: I will build a brick doghouse.

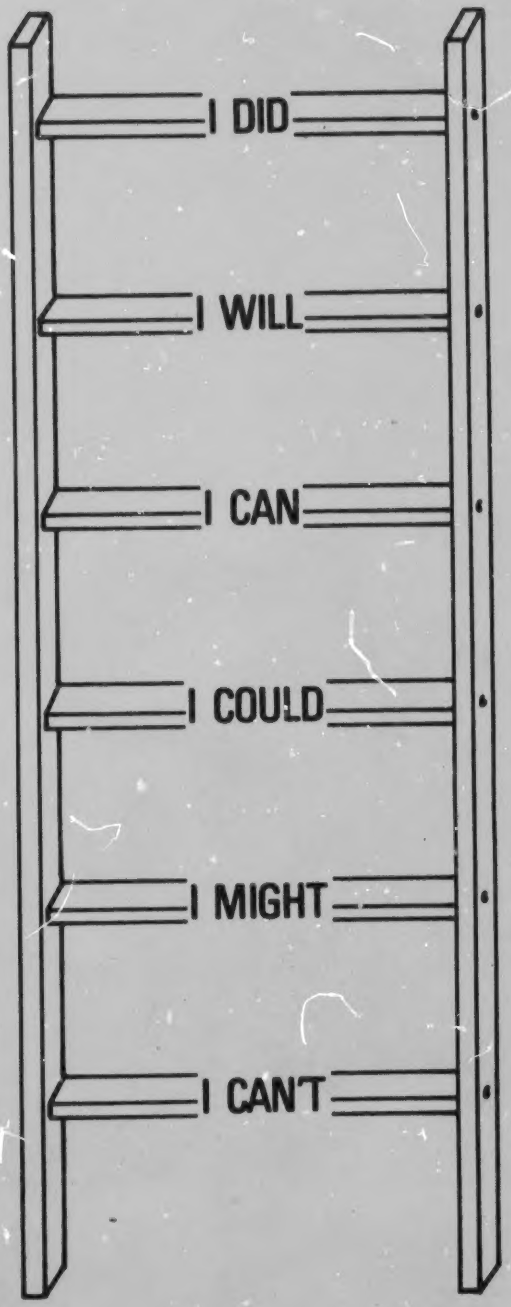
- B. Set a realistic time limit

  EXAMPLES: Realistic: I will build the doghouse over the weekend.

  Unrealistic: I will build the doghouse in an hour.

- C. Plan necessary steps
- D. Take necessary steps

Ladder of Self-Accomplishment


I DID
I WILL
I CAN
I COULD
I MIGHT
I CAN'T

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #1--WRITE PLAN OF ACTION

NAME________________________________ SCORE ____________________

Once you decide upon a goal, whether it be a change you want to make in your behavior or personality, a career decision, or a project you wish to do, you need to state it. List two ways the goals in the following list could be met. The first one has been done for you.

EXAMPLE: I want to make five new friends this semester.

1. Speak to one new person a day

2. Join a club and meet new people

A. After I graduate, I want to find a well-paying job.

1. ____

____

2. ____

____

B. I want to be accepted in an apprentice program when I graduate.

1. ____

____

2. ____

____

C. I want to select courses for next year in which I can get grades of "B."

1. ____

____

2. ____

____

ASSIGNMENT SHEET #1

D. I want to make this a better school this year.

1. ______________________________

____

2. ______________________________

____

E. I want to help correct the pollution problem in my area this year.

1. ______________________________

____

2. ______________________________

____

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #2--WRITE GOALS AND ACTIONS

NAME________________________________ SCORE______________

Defining goals and taking action are all important steps in meeting your goals and improving yourself and your life. Practice below by choosing goals and suggesting practical actions you can take to meet your goals or objectives.

A. Name three things you would like to change about yourself, your life, or your habits. (These will be your goals.)

1. ____
____

2. ____
____

3. ____
____

B. Now write three actions you will consider taking to reach these goals or objectives.

1. ____
____

2. ____
____

3. ____
____

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #3--DESCRIBE HOW YOU SPEND YOUR TIME

NAME________________________________

PART I

One way to learn to know yourself a little better is to look at how you spend your time. Fill in the chart below. Try to remember what you did last Saturday and Sunday.

(NOTE: Your teacher may assign this as a weekend assignment.)

	SATURDAY	SUNDAY
8-9 a.m.		
9-10		
10-11		
11-12 a.m.		
12-1 p.m.		
1-2		
2-3		
3-4		
4-5		
5-6		
7-8		

ASSIGNMENT SHEET #3

	SATURDAY	SUNDAY
8-9		
9-10		
10-11		
11-12		
12-1		
1-2		
2-3		
3-4		
4-5		
5-6		
7-8		

ASSIGNMENT SHEET #3

PART II

Look at the chart on which you listed your hourly activities for Saturday and Sunday, and answer the following questions.

		YES	NO
A	Did you spend most of your time alone?		
B.	Did you spend most of your time with other people?		
C.	Was most of your time spent on quiet, indoor activities such as reading, studying, or watching television?		
D.	Was most of your time spent on active, outdoor activities such as sports, gardening, or farm chores?		
E.	Do you like to spend your time with animals?		
F.	Do you like to spend your time with cars?		
G.	Do you like to spend your time with family members?		
H.	Do you like to spend your time with friends?		
I.	Do the ways that you spent your time show that you like to organize activities?		
J.	Do the ways that you spent your time show that you like to follow others?		
K.	Does your activity chart show that you get bored doing the same thing for any period of time?		
L.	Are most of your activities centered around school?		
M.	Are most of your activities worthwhile?		
N.	Are most of your activities merely wasted time?		

O. What type of activity seems to take up most of your time?______________________

____

P. Do you enjoy spending your time in this manner?______________________________

____

Q. If you could do anything you wanted with your free time, what would you enjoy doing most? ____

____

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #4--COMPLETE SENTENCES ABOUT YOUR GOALS, ACTIVITIES, LIKES, AND DISLIKES

NAME ______________________________

Below are 17 partly completed sentences. Finish each one by writing the first things that come to your mind as you read. If you cannot think of an ending for any group of words, move on to the next, and come back to the ones you did not finish. This assignment is for your information only.

A. My favorite school subjects ______________________________

____

B. My least favorite subjects ______________________________

____

C. After school is over, I ______________________________

____

D. My school work ______________________________

____

E. After high school ______________________________

____

F. The best part of school is ______________________________

____

G. I like people who ______________________________

____

H. My hobbies are ______________________________

____

I. I am at my best when ______________________________

____

J. My friends like to ______________________________

____

ASSIGNMENT SHEET #4

K. I don't like people who ______________________________

____

L. My favorite pastime ______________________________

____

M. When the odds are against me, I ______________________________

____

N. My greatest strength is ______________________________

____

O. I'm good at ______________________________

____

P. I want ______________________________

____

Q. My secret ambition is ______________________________

____

Look at your answers. Are there any facts about yourself that you would like to change?

____

____

____

____

____

____

____

____

____

____

____

____

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #5--INCREASE SELF-AWARENESS

NAME ________________________________

Self-awareness can be called the beginning of personal development. To be able to make sound decisions about the future, you must know your values, ambitions, and goals. Also, you need to know your relationship to others and just how you fit into the scheme of life, whether at home, at school, or in the community.

The purpose of this assignment is to help you become more aware of yourself and your feelings. The following questions are to be answered quickly, relying on first thoughts. Use your answers for later reference in class discussion.

(NOTE: These questions have no right or wrong answers. If questions do not apply in your case, write N/A in the blank.)

A. What is your favorite color? ________________________________

B. What subject do you enjoy most in school? ________________________________

Enjoy least? ________________________________

C. What is your favorite pastime? ________________________________

D. What is your favorite holiday? ________________________________

E. What food do you like best? ________________________________

F. What car do you like best? ________________________________

G. What makes you sad? ________________________________

Happy? ________________________________

H. If you could save only one personal item, what would it be? ________________________________

____

I. If you could choose any time period, at what time in history would you choose to live? ________________________________

____

J. If you had any one place you could visit, where would it be? ________________________________

____

K. What special talents would you like to have? ________________________________

____

ASSIGNMENT SHEET #5

L. What quality would you add to your personality or character? ____________________

M. What quality, if any, would you like to get rid of? ____________________

N. If you could spend one hour talking with anyone in the world, who would it be?

If you are aware that you have some problems in handling yourself in certain situations, then you may be able to learn to act in ways that are better for you and the people you work with. Take your time on the next few questions and be honest with yourself about these touchy areas. Talk it over in class. You are probably not alone in your feelings.

O. How do you act when you are angry?

P. Do you think that you are a patient person? Why or why not?

Q. How do you handle stress?

R. How do you handle positive criticism? ____________________

S. How do you handle negative criticism? ____________________

ASSIGNMENT SHEET #5

T. How do you handle praise? ____

____

REMEMBER:

SELF-AWARENESS

⇓

SELF-ACCEPTANCE

⇓

POSITIVE SELF-IMAGE

⇓

SUCCESS

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #6--COMPLETE A SELF-AWARENESS CHECKLIST

NAME ______________________________

Write an "X" in the blank before each word which best describes you.

______A. Honest

______B. Happy

______C. Friendly

______D. Sad

______E. Serious

______F. Jealous

______G. Popular

______H. Shy

______I. Clumsy

______J. Show-off

______K. Afraid

______L. Kind

______M. Modest

______N. Proud

______O. Lazy

______P. Neat

______Q. Even-tempered

______R. Dependable

______S. Angry

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #7--DESCRIBE YOURSELF

NAME____________________________________

PART I

The following sentences are to help you describe yourself. Read each statement carefully. Mark with a check (✓) the sentences that state something you would like to change.

__________A. I like being with my classmates.

__________B. I would rather be alone to do homework.

__________C. I like to express my ideas in writing.

__________D. I like to give oral reports in class.

__________E. I enjoy finding answers to hard problems in math.

__________F. I am as smart as I want to be.

__________G. I like to take part in active sports such as tennis, baseball, and football.

__________H. I get tired easily when I run or play in active games.

__________I. I like to work with my hands, making things with wood, metal, or cloth.

__________J. I like to draw and paint.

__________K. I need lots of sleep.

__________L. I put off things I should do.

__________M. I give up easily on school work.

__________N. I look good in the clothes I wear.

__________O. I am satisfied with my looks.

__________P. I take part in school activities.

__________Q. I am satisfied to be just as I am.

ASSIGNMENT SHEET #7

PART II

List two plans for action for each answer you would like to change.

A. 1. ______________________________

2. ______________________________

B. 1. ______________________________

2. ______________________________

C. 1. ______________________________

2. ______________________________

D. 1. ______________________________

2. ______________________________

E. 1. ______________________________

2. ______________________________

F. 1. ______________________________

2. ______________________________

G. 1. ______________________________

2. ______________________________

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #8--NAME PERSONAL CHARACTERISTICS BY USING THE LETTERS IN YOUR NAME

NAME_______________________________________

Use each letter of your name to write a word which might describe you.

EXAMPLE:
P - Pretty
A - Angry
T - Trying
R - Reliable
I - Intelligent
C - Calm
I - Interesting
A - Active

KNOW YOURSELF
UNIT I

ASSIGNMENT SHEET #9--DRAW YOUR "COAT OF ARMS"

NAME ______________________________

Fill in the six areas of the coat of arms shield on the following page. Do not worry about how well you draw (stick figures are fine), or cut out pictures from old magazines.

A. In the top left section (Section #1), place a drawing or cut out pictures of two things you do well.

B. In the top right section (Section #2), draw or cut out a picture of the type of place you like best.

EXAMPLES: Lake, forest, city

C. In the middle left section (Section #3), draw or cut out a picture of the one goal you want to accomplish today, this month, this year, or in ten years.

D. In the middle right section (Section #4), draw or cut out a picture of the animal whose looks or personality are most like yours.

EXAMPLES: Lion, eagle, poodle, parrot

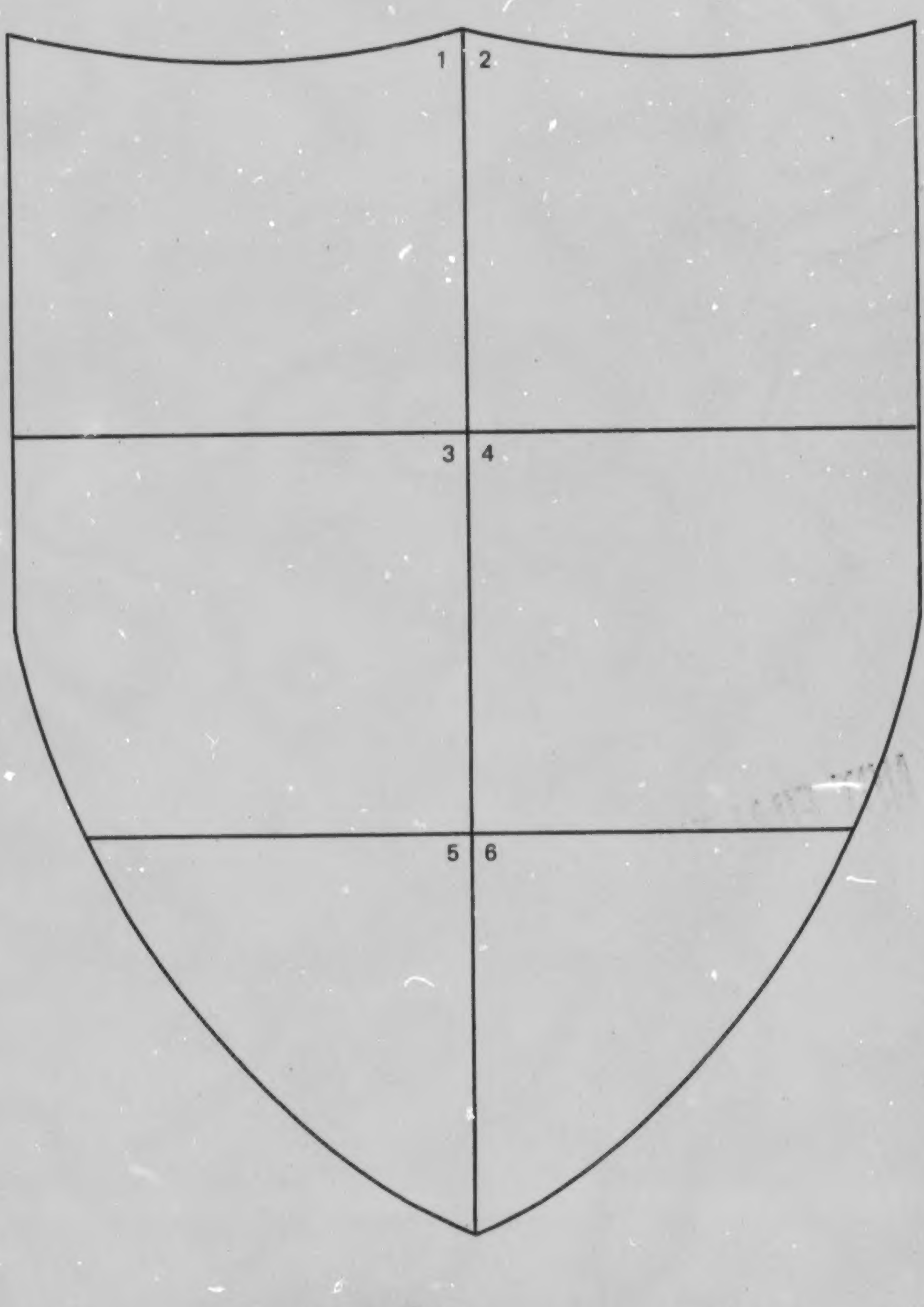
E. In the bottom left section (Section #5), draw or cut out a picture of your favorite activity

EXAMPLES: Camping, reading, swimming

F. In the bottom right section (Section #6), write at least three words that you would like said about you

EXAMPLES: Kind, brave, honest

ASSIGNMENT SHEET #9



KNOW YOURSELF
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--Completed to the satisfaction of the instructor

Assignment Sheet #4--Completed to the satisfaction of the instructor

Assignment Sheet #5--Completed to the satisfaction of the instructor

Assignment Sheet #6--Completed to the satisfaction of the instructor

Assignment Sheet #7--Completed to the satisfaction of the instructor

Assignment Sheet #8--Completed to the satisfaction of the instructor

Assignment Sheet #9--Completed to the satisfaction of the instructor

KNOW YOURSELF
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

   _____a. Group of figures and pictures on a shield; serves as a special symbol of a family

   _____b. Something you want; an accomplishment you wish to gain

   _____c. Qualities that help you explain who you are

   _____d. Useful and sensible

   _____e. Group of words containing a subject and verb and expressing a complete thought

   _____f. Someone's opinion

   1. Practical
   2. Coat of Arms
   3. Personal characteristics
   4. Personal goal
   5. Criticism
   6. Sentence

2. Choose from the following list aids in identifying personal characteristics. Write an "X" in the blank before each correct answer.

   _____a. Go to a fortune teller

   _____b. Decide how you like to spend your time

   _____c. Complete sentences about your goals, activities, likes, and dislikes

   _____d. Choose statements that you feel best describe you

   _____e. Choose adjectives that you feel best describe you

3. Name three types of personal goals.

   a. ____

   b. ____

   c. ____

4. Name two ways to meet personal goals.

   a. ____

   b. ____

TEST

5. Write goals and actions.

   a. Name one thing you would like to change about yourself, your life, or your habits. (This will be your goal.)

   ____

   ____

   b. Write two actions you will consider taking to reach this goal or objective.

   ____

   ____

KNOW YOURSELF
UNIT I

ANSWERS TO TEST

1. a. 2 d. 1
   b. 4 e. 6
   c. 3 f. 5
2. b, c, d, e
3. a. Long-term goals
   b. Medium-term goals
   c. Short-term goals
4. Answer should include any two of the following
   a. Be practical
   b. Set a realistic time limit
   c. Plan necessary steps
   d. Take necessary steps
5. Evaluated to the satisfaction of the instructor

NOUNS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to define, identify, and use common and proper nouns. The student should also be able to write sentences using common and proper nouns. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms related to nouns to their correct definitions.
2. Define *noun*.
3. Distinguish between common and proper nouns.
4. Identify common nouns that name persons.
5. Identify common nouns that name places.
6. Identify common nouns that name things.
7. Identify common nouns that name ideas.
8. Identify common nouns that name persons, places, things, or ideas.
9. Select common nouns from sentences.
10. Write common nouns correctly in sentences.
11. Name proper nouns.
12. Capitalize proper nouns in addresses.
13. Identify proper nouns in sentences.
14. Write proper nouns in sentences.

NOUNS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Make transparencies.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Write five examples of each kind of noun shown on the transparencies. Have students suggest at least five more of each kind.

  G. Have all students in the class play the categories games (Part II of Assignment Sheets #9 and #10) at the same time. Time them, allowing them just 10 minutes to complete as many squares as possible.

  H. Play the "Alphabet Game": Start with the letter A and proceed through Z. Go from student to student. Each student has to name a noun that begins with the letter of the alphabet assigned to him or her. To make the game harder, have students try to remember and repeat all of the nouns named before their turn.

  I. Play the "Letter Game": Choose a letter of the alphabet. Set a time limit of about five minutes. In the allotted time, each student or group of students is to see how many nouns he or she can write that begin with the given letter.

  J. Have students make a collage of their roles--student, athlete, sister, and so on.

  K. Use any basic grammar text available for supplementary exercises if needed.

  L. Give test.

  M. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

SUGGESTED ACTIVITIES

D. Transparency masters

1. TM #1--Common Nouns
2. TM #2--Proper Nouns

E. Assignment sheets

1. Assignment Sheet #1--Define *Noun*
2. Assignment Sheet #2--Identify Common Nouns that Name Persons
3. Assignment Sheet #3--Identify Common Nouns that Name Places
4. Assignment Sheet #4--Identify Common Nouns that Name Things
5. Assignment Sheet #5--Identify Common Nouns that Name Ideas
6. Assignment Sheet #6--Identify Common Nouns that Name Persons, Places, Things, or Ideas
7. Assignment Sheet #7--Classify Common Nouns
8. Assignment Sheet #8--Select Common Nouns from Sentences
9. Assignment Sheet #9--Write Common Nouns Correctly in Sentences
10. Assignment Sheet #10--Name Proper Nouns
11. Assignment Sheet #11--Capitalize Proper Nouns in Addresses
12. Assignment Sheet #12--Identify Proper Nouns in Sentences
13. Assignment Sheet #13--Write Proper Nouns in Sentences
14. Assignment Sheet #14--Distinguish Between Common and Proper Nouns

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Clements, Irene, Judy Coffey, and Linda Nielson. *Home and Community Services.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

B. Henderson, Charles W., and Bob Patton. *General Construction Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

SUGGESTED ACTIVITIES

C. Henderson, Charles W., Bob Patton, and Margaret Spann. *General Mechanical Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

D. Hunter, William F., and Pauline L. LaFolletter. *The Language Skills Series: Language Arts.* New York: Webster Division, McGraw-Hill Book Company, 1978.

E. Pence, R.W., and D.W. Emery. *A Grammar of Present-Day English.* New York: Macmillan Publishing Company, 1963.

F. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

NOUNS
UNIT I

INFORMATION SHEET

I. Terms and definitions

   A. Distinguish--Be able to tell how each is different

   B. Capitalize--Begin the word with a capital letter

   C. Particular--A certain one, a special one, a specific one

   D. Define--To state the meaning of a word

   E. Sentence--Group of words containing a subject and verb and expressing a complete thought

   F. Idea--Something one thinks, knows, or imagines; a thought, opinion, or belief

   G. Part of speech--Class or form of words in a language

   (NOTE: There are eight parts of speech in the English language: *noun, verb, adjective, adverb, pronoun, preposition, conjunction,* and *interjection.* The part of speech of a word is determined by the way the word is used in a sentence.)

II. Noun--Part of speech that names a person, place, thing, or idea; may also be defined as anything you can see or have

(NOTE: The term *feeling* is sometimes used instead of *idea.*)

EXAMPLES: *person*--man, carpenter
place--shop, school
thing--pencil, hacksaw
idea--beauty, love

III. Types of nouns (Transparencies #1 and #2; Assignment Sheets #1-#14)

   A. Common noun--Part of speech that names a person, place, thing, or idea; no capital is used (Transparency #1; Assignment Sheets #1-#9, and #14)

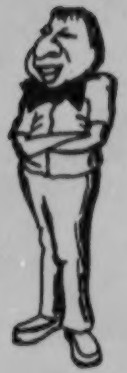
   B. Proper noun--Part of speech that names a *particular* person, place, or thing; a capital is used (Transparency #2, Assignment Sheets #10-#14)

   EXAMPLES: *person*--Mr. Sawyer, Mike McAdoo
   place--K-Mart, Cleveland Junior High School
   thing--Statue of Liberty, Ford Capri

Common Nouns

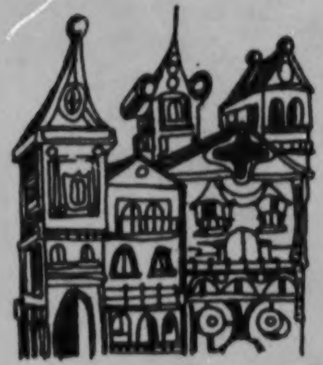
A noun is a part of speech that names a person, place, thing, or idea.

Person



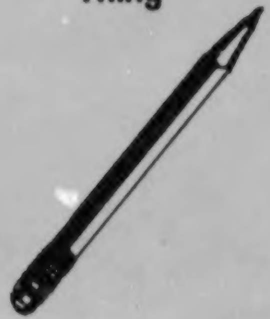
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Place



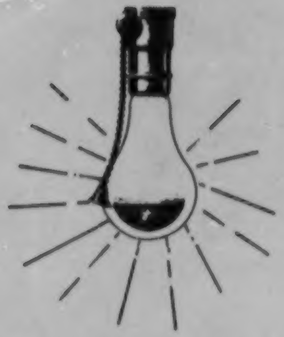
1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Thing



1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

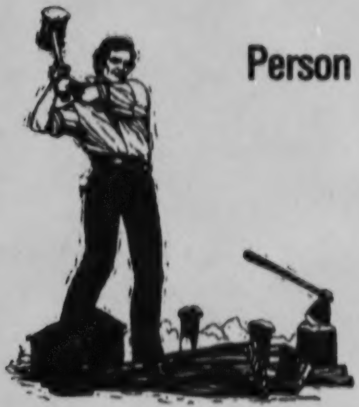
Idea



1. ______________
2. ______________
3. ______________
4. ______________
5. ______________

Proper Nouns

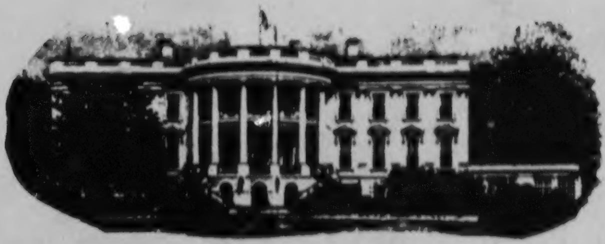
A proper noun is a part of speech that names a particular person, place, or thing. Proper nouns always begin with a capital letter.



Person

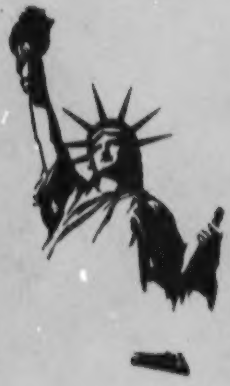
1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

Place



1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________

1. ______________________
2. ______________________
3. ______________________
4. ______________________
5. ______________________



Thing

NOUNS
UNIT I

ASSIGNMENT SHEET #1--DEFINE *NOUN*

NAME______________________________ SCORE ____________________

A noun is a part of speech that names a person, place, thing, or idea.

PART I

Write the correct word or words from the sentence above in the following sentences.

A. A noun is a part of speech that names a __________________, place, thing, or idea.

B. A noun is a part of speech that names a person, __________________, thing, or idea.

C. A noun is a part of speech that names a person, place, __________________, or idea.

D. A noun is a part of speech that names a person, place, thing, or __________________.

E. A noun is a part of speech that names a __________________, __________________,

__________________, or __________________.

F. A __________________ is a word that names a person, place, thing, or idea.

PART II

Define *noun*. Write your answer in the space below.

____

____

NOUNS
UNIT I

ASSIGNMENT SHEET #2--IDENTIFY COMMON NOUNS THAT NAME PERSONS

NAME ______________________________ SCORE ____________________

A common noun is a part of speech that names a person.

PART I

Circle each word that names a person in the following lists. You should circle 35 common nouns.

EXAMPLE: look, draw, [✓ soldier], [✓ student], list, [✓ doctor]

A. man, cat, house, gentleman, welder, waitress, bus, baby

B. wife, shoe, rug, machine, hacksaw, nail, teacher, principal

C. rafter, lumber, engine, repairman, machinist, counselor

D. solider, tree, lawn, tire, friend, uncle, cousin

E. fire fighter, light, axle, grease, motor, rotate, carpenter

F. aunt, gas, cough, wish, whistle, singer, actor

G. beside, over, beyond, mechanic, employer, happy, too

H. until, not, note, laugh, infant, cries, lawyer, minister

I. cough, fly, animal, sister, lady, joke, woman, student

J. never, sad, into, neighbor, enemy, up, side, county, president

K. tough, once, book, niece, jump, nephew, aunt, sound, cut

L. make, fast, over, out, whip, talk, speak, shout, know

PART II

Write 15 words that name people. Do *not* use the proper name of the person.

EXAMPLE: teacher

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

____________________ ____________________ ____________________

NOUNS
UNIT I

ASSIGNMENT SHEET #3--IDENTIFY COMMON NOUNS THAT NAME PLACES

NAME ______________________________ SCORE __________________

A common noun is a part of speech that names a place.

PART I

Circle each word that names a place in the following lists. You should circle 35 common nouns.

EXAMPLE: [✓ room], broom, [✓ museum], [✓ work site], [✓ restaurant]

A. man, cat, home, gentleman, welder, school, waitress, but

B. city, shoe, rug, country, hacksaw, town, teacher, store, room

C. rafter, lumber, street, beach, valley, repairman, machinist

D. soldier, continent, sea, lake, river, stream, yard, office

E. fire fighter, light, axle, grease, motor, rotate, carpenter

F. printer, aunt, gas station, cough, church, hall, restroom

G. beside, over, beyond, employer, happy, office, yard, patio

H. until, stairway, note, laugh, infant, bedroom, lawyer

I. village, fly, animal, sister, lady, joke, woman, suburb, farm

J. never, sad, into, neighbor, enemy, up, side, county, president

K. tough, once, book, niece, jump, aunt, sound, inn, restaurant

L. hotel, canyon, over, out, whip, talk, speak, shout, know, barber shop

PART II

Write the names of 15 places that you have been this week. Be careful not to use proper nouns.

EXAMPLE: school

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

__________________ __________________ __________________

NOUNS
UNIT I

ASSIGNMENT SHEET #4--IDENTIFY COMMON NOUNS THAT NAME THINGS

NAME ______________________________ SCORE ____________________

A common noun is a part of speech that names a thing.

PART I

Circle each word that names a thing in the following lists. You should circle at least 39 common nouns.

(NOTE: In this exercise animals are counted as things, but do not include persons or ideas.)

EXAMPLE: [✓ eraser], [✓ thermometer], [✓ bone], into, but, selling

A. man, cat, pencil, gentleman, welder, above, ink, know

B. balloon, into, shoe, rug, beside, hacksaw, and, or

C. rafter, lumber, through, listen, not, repairman, radio

D. soldier, out, in, now, tree, chair, table

E. fire fighter, light, axle, grease, motor, rotate, carpenter

F. aunt, then, until, freedom, funny, slowly

G. beside, over, beyond, employer, happy, quickly, jar

H. cup, plate, fork, knife, spoon, plant, stove, sink, hose

I. here, animal, sister, lady, glass, door, shout

J. never, sad, into, neighbor, enemy, up, window, screen

K. tough, once, book, niece, jump, aunt, frame, recipe

L. car, pliers, wrench, over, out, television, hear, speak

PART II

Write the names of 11 things that you have used today or yesterday in class.

EXAMPLE: hammer

______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________
______________________________ ______________________________

NOUNS
UNIT I

ASSIGNMENT SHEET #5--IDENTIFY COMMON NOUNS THAT NAME IDEAS

NAME_______________________________ SCORE ____________________

A common noun is a part of speech that names an idea. An idea is something one thinks, knows, or imagines; a thought, opinion, or belief.

(NOTE: Ideas are often defined as feelings.)

EXAMPLES: *truth, beauty, love, time, freedom*

Circle each word that names an idea in the following list. You should circle 15 common nouns.

A. man, cat, pencil, beauty, welder, school, ink, truth

B. balloon, silliness, shoe, beneath, day, hacksaw, town, teacher

C. rafter, lumber, street, love, hate, valley, repairman, shoe

D. soldier, continent, kindness, friendship, tree, chair

E. fire fighter, light, axle, year, second, hour, chair, table

F. printer, aunt, gas station, cough, church hall, restroom

G. excitement, over, beyond, employer, tree, office, jar

H. cup, plate, fork, knife, spoon, plant, joy, sadness

I. village, fly, animal, sister, pity, sincerity, sink, hose

J. never, car, into, neighbor, enemy, pleasure, honesty

K. toughness, once, book, niece, jump, tower, aunt, frame, recipe

L. car, pliers, wrench, over, out, whip, ice, speak, shout

NOUNS
UNIT I

ASSIGNMENT SHEET #6--IDENTIFY COMMON NOUNS THAT NAME PERSONS, PLACES, THINGS, OR IDEAS

NAME______________________________ SCORE ____________________

A common noun is a part of speech that names a person, place, thing, or idea.

PART I

Circle each of the nouns in the following list. The number at the end of each line tells you how many nouns you should have circled.

EXAMPLE: [✓ house], [✓ love], eat, look, [✓ window], [✓ car] (4)

A. car, boat, trailer, shout, sing, love, beauty (5)

B. lawyer, into, wrench, pliers, engine, motor, car, while (6)

C. jump, over, above, too, plate, washer, dryer, rafter, beam (5)

D. know, listen, chemical, water, foam, fire (4)

E. vise, hacksaw, file, chisel, toward, two, now (4)

F. month, day, hair, eye, door, church, school, gang (8)

G. hammer, plant, curtain, needle, colorful, love, hate (6)

H. bevel, frame, soft, lazy, cute, ruler, inch, sigh (5)

I. alley, neighbor, nursery, salary, infant, noise, nose (7)

J. laughing, sending, rather, kindness, into, over, out (1)

ASSIGNMENT SHEET #6

PART II

There are 30 nouns in the picture in Figure 1. Name as many nouns as you can find. A score of 10 is fair, 15 is good, and 20 is excellent.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

K. ____________________

L. ____________________

M. ____________________

N. ____________________

O. ____________________

P. ____________________

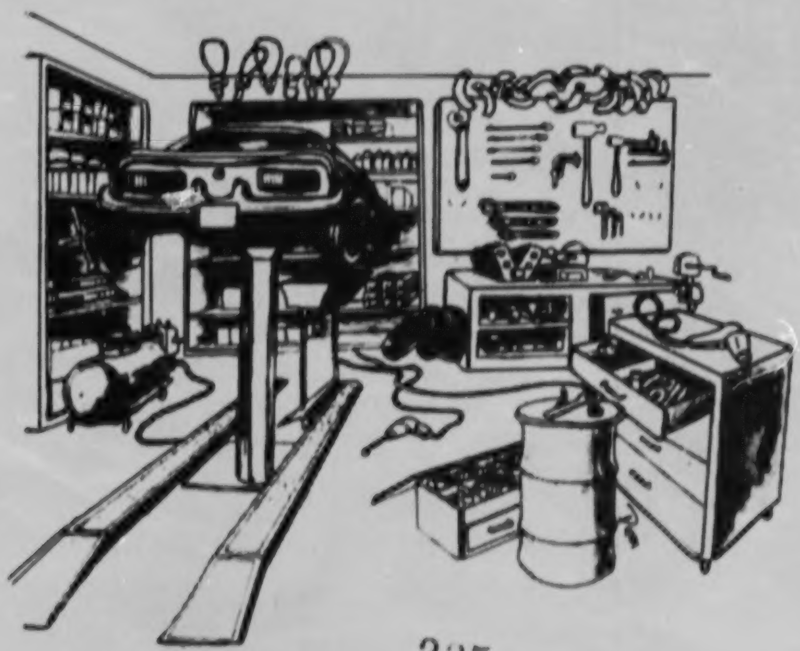
Q. ____________________

R. ____________________

S. ____________________

T. ____________________

FIGURE 1



NOUNS
UNIT I

ASSIGNMENT SHEET #7--CLASSIFY COMMON NOUNS

NAME ______________________________ SCORE ______________

A common noun is a part of speech that names a person, place, thing, or idea. Each word below is a noun. Place each word under the proper heading.

EXAMPLE: *dot* is a thing

adult
island
library
waitress
cafeteria
rain
city
king
game
study hall
plate

shop
doctor
novel
school
football
teacher
sister
love
water
gym
beauty

honesty
hate
chain saw
ribbon
father
coach
shirt
office
screwdriver
salesclerk
beans

PERSON	PLACE	THING	IDEA
A. ____________	A. ____________	A. ____________	A. ____________
B. ____________	B. ____________	B. ____________	B. ____________
C. ____________	C. ____________	C. ____________	C. ____________
D. ____________	D. ____________	D. ____________	D. ____________
E. ____________	E. ____________	E. ____________	
F. ____________	F. ____________	F. ____________	
G. ____________	G. ____________	G. ____________	
H. ____________	H. ____________	H. ____________	
I. ____________	I. ____________	I. ____________	
		J. ____________	
		K. ____________	

NOUNS
UNIT I

ASSIGNMENT SHEET #8--SELECT COMMON NOUNS FROM SENTENCES

NAME ______________________________ SCORE ____________________

A common noun is a part of speech that names a person, place, thing, or idea.

PART I

Circle each of the nouns in the following sentences. The number at the end of each sentence tells you how many nouns you should have circled.

EXAMPLE: An assistant helped the plumber install the faucet. (3)

A. Children should not play with matches. (2)

B. You need to use diagonal pliers. (1)

C. The student forgot his blacksmith's vise. (2)

D. You have to draw lines and objects well. (2)

E. A ruler helps you measure things. (2)

F. A baby-sitter must have responsibility. (2)

G. The principal visited the CVET class in the shop. (3)

H. The carpenter used a ruler. (2)

I. A draftsman drew blueprints. (2)

J. There are many different lines on a blueprint. (2)

K. Mechanics use many different chisels and screwdrivers. (3)

L. The worker arrived early. (1)

M. He forgot to call to get an interview for a job. (2)

N. The baby-sitter folded the diapers. (2)

O. The baby lost her rattle. (2)

PART II

Circle each noun in the following sentences.

A. Use soap to wash your hands before fixing food.

B. The man hired the boys to mow his yard.

ASSIGNMENT SHEET #8

C. The teacher liked the honesty of the students.

D. The beauty of the sky amazed us.

E. Worms make holes in lumber.

F. Draftsmen have to know how to use blueprints.

G. Never use oil or grease on torches.

H. Phillips screws are used on automobiles.

I. The concrete poured easily.

J. The shovel and hoe leaned against the shed.

K. The baby-sitter looked at the infant with love in her eyes.

L. The welder bought a new pair of goggles.

M. A baby will cry when hungry.

N. The needle on the sewing machine broke.

O. Clean the dishes, cups, and silverware.

NOUNS
UNIT I

ASSIGNMENT SHEET #9--WRITE COMMON NOUNS CORRECTLY IN SENTENCES

NAME ____________________ SCORE ____________

A common noun is a part of speech that names a person, place, thing, or idea.

PART I

Write sentences using the following words as nouns. Be sure to start each sentence with a capital and end each with a punctuation mark. Your sentences must each contain six or more words.

EXAMPLE: *work* His work was very neatly done.

A. *hammer* ____________________

B. *employer* ____________________

C. *job* ____________________

D. *money* ____________________

E. *telephone* ____________________

F. *honesty* ____________________

G. *teacher* ____________________

H. *salary* ____________________

I. *noun* ____________________

ASSIGNMENT SHEET #9

J. *baby* ______________________________

____

K. *class* ______________________________

____

L. *beauty* ______________________________

____

M. *voice* ______________________________

____

N. *lumber* ______________________________

____

O. *pliers* ______________________________

____

PART II

Play "Common Noun Categories." Use the game board on the opposite page. Your instructor will allow you just 10 minutes to write in each square a common noun for the categories listed to the left of the board. Each common noun must begin with one of the letters in the word t-r-a-d-e. Each completed square counts 10 points.

EXAMPLE:

Category	t	r	a	d	e	Score
Cleaning equipment	trash can 10	rags 10	aerosol spray 10	dust mop 10	0	40

ASSIGNMENT SHEET #9

CATEGORY	t	r	a	d	e	SCORE
Tools						
Kitchen equipment						
Cleaning equipment						
Parts of a car						
Parts of a house						
Pieces of clothing						

NOUNS
UNIT I

ASSIGNMENT SHEET #10--NAME PROPER NOUNS

NAME ________________________ SCORE ______________

A proper noun is a part of speech that names a *particular* person, place, or thing. It always begins with a capital letter.

PART I

Name a particular noun for each of the following common nouns. Be sure to start the proper noun with a capital letter.

EXAMPLES: *person*--Mr. Adams, Tom
place--Stillwater, Tulsa
thing--Statue of Liberty, Corvette

A. man-- ______________________________

B. woman-- ______________________________

C. teacher-- ______________________________

D. school-- ______________________________

E. store-- ______________________________

F. language-- ______________________________

G. holiday-- ______________________________

H. city-- ______________________________

I. county-- ______________________________

J. country-- ______________________________

K. newspaper-- ______________________________

L. ocean-- ______________________________

M. day-- ______________________________

N. street-- ______________________________

O. month-- ______________________________

P. book-- ______________________________

Q. river-- ______________________________

ASSIGMENT SHEET #10

R. mountain-- ______________________________

S. football team-- ______________________________

T. car-- ______________________________

U. motorcycle-- ______________________________

V. soft drink-- ______________________________

W. girl-- ______________________________

X. boy-- ______________________________

Y. pet-- ______________________________

Z. zodiac sign-- ______________________________

AA. lake-- ______________________________

BB. brand name of appliance-- ______________________________

CC. college-- ______________________________

DD. religion-- ______________________________

PART II

Play "Proper Noun Categories." Use the game board on the opposite page. Your instructor will allow you just 10 minutes to write in each square a proper noun for the categories listed to the left of the board. Each proper noun must begin with one of the letters in the word T-R-A-D-E. Each completed square (properly capitalized) counts 10 points.

EXAMPLE:

Category	T	R	A	D	E	Score
Women's or men's names	Thomas 10	Rosa 10	0	Dan 10	0	30

ASSIGNMENT SHEET # 10

CATEGORY	T	R	A	D	E	SCORE
Women's or men's names						
Product names						
Automobile names						
Lake, river, and ocean names						
Countries						
Cities						

ENG I - 35-D

NOUNS
UNIT I

ASSIGNMENT SHEET #11--CAPITALIZE PROPER NOUNS IN ADDRESSES

NAME ______________________ SCORE ______________

Proper nouns are the names of particular nouns. Capitalize all proper nouns in the following addresses. Rewrite the entire address in the spaces provided.

A. technical chemical company
10737 spangler road
dallas, texas 75220

____
____
____

B. wd-40 company
1061 cudahy place
san diego, california 92110

____
____
____

C. household and hardware products
box 33053
st. paul, minnesota 55133

____
____
____

D. all-temp heating and air conditioning
1625 s. memorial drive
tulsa, oklahoma 74122

____
____
____

ASSIGNMENT SHEET #11

E. morrow-gill lumber co.
200 e. morrow road
sand springs, oklahoma 74063

NOUNS
UNIT I

ASSIGNMENT SHEET #12--IDENTIFY PROPER NOUNS IN SENTENCES

NAME ______________________ SCORE ______________

Rewrite the following sentences. Capitalize all proper nouns. Always capitalize the first word in every sentence. The first word in a sentence is not always a proper noun.

EXAMPLE: i will take a new english class in the fall.

I will take a new English class in the fall

A. jim lives in glenpool, oklahoma.

B. he takes CVET from mr. duncan.

C. his sister sarah moved to dewar, oklahoma.

D. the red river divides oklahoma from texas.

E. mr. spencer called jeff about fixing his new ford fairlane.

F. jeff worked all day monday, but he still had trouble with the ford.

ASSIGNMENT SHEET #12

G. he promised mr. spencer that he would get his friend steve, who works at denny's service center on main street, to look at the car.

____

____

H. the carter family drove to california to visit yosemite national park.

____

____

I. it is july 4, 1983.

____

____

J. pedro could not speak english very well, but he could weld well.

____

____

K. duncan public schools won the national competition in basketball.

____

____

L. sally, tim, jane, and connie moved to idabel, oklahoma.

____

____

NOUNS
UNIT I

ASSIGNMENT SHEET #13--WRITE PROPER NOUNS IN SENTENCES

NAME ______________________ SCORE ______________

A proper noun is the name of a particular person, place, or thing. Write each of the following proper nouns in a sentence. Be sure to use a capital letter at the beginning of each sentence and to end each sentence with a punctuation mark. The first word in a sentence is not always a proper noun. Your sentences must contain 6 or more words.

EXAMPLE: (Todd Wolfe) The new student's name is Todd Wolfe.

A. (Oklahoma City) ______________________

B. (Christmas) ______________________

C. (Susan Jones) ______________________

D. (Friday) ______________________

E. (New Orleans Saints) ______________________

F. (Oklahoma State University) ______________________

G. (Pacific Ocean) ______________________

H. (Rocky Mountains) ______________________

I. (Social Security) ______________________

J. (White House) ______________________

NOUNS
UNIT I

ASSIGNMENT SHEET #14--DISTINGUISH BETWEEN COMMON AND PROPER NOUNS

NAME ________________________________ SCORE ____________________

Place each noun in the following paragraph in the correct column. Common nouns go under the heading "Common Nouns." Proper nouns go under the heading "Proper Nouns." Be sure to capitalize all proper nouns. If a noun appears twice, write it twice.

jim owens always wanted to play football for the dallas cowboys. He practiced every day at the field in ada, oklahoma. The field was between archer avenue and benton street. His CVET teacher helped him by throwing passes. Every day people watched jim practice with his teacher, mr. grenfield. jim got better and better. Finally on thanksgiving day, jim got a chance to see the cowboys play. He drove his honda across the red river into texas. He stopped at a gas station for directions. He made it to the field on time. He enjoyed the game, and went home to ada determined to practice longer and harder.

COMMON NOUNS	PROPER NOUNS
A. ____________________	A. ____________________
B. ____________________	B. ____________________
C. ____________________	C. ____________________
D. ____________________	D. ____________________
E. ____________________	E. ____________________
F. ____________________	F. ____________________
G. ____________________	G. ____________________
H. ____________________	H. ____________________
I. ____________________	I. ____________________
J. ____________________	J. ____________________
K. ____________________	K. ____________________
L. ____________________	L. ____________________
M. ____________________	M. ____________________
N. ____________________	N. ____________________
O. ____________________	O. ____________________
P. ____________________	

NOUNS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. person

B. place

C. thing

D. idea

E. person, place, thing, idea

F. noun

PART II

A noun is a part of speech that names a person, place, thing, or idea

Assignment Sheet #2

PART I

A. man, gentleman, welder, waitress, baby

B. wife, teacher, principal

C. repairman, machinist, counselor

D. soldier, friend, uncle, cousin

E. fire fighter, carpenter

F. aunt, singer, actor

G. mechanic, employer

H. infant, lawyer, minister

I. sister, lady, woman, student

J. neighbor, enemy, president

K. niece, nephew, aunt

L. (none)

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

PART I

A. home, school

B. city, country, town, store, room

C. street, beach, valley

D. continent, sea, lake, river, stream, yard, office

E. (none)

F. gas station, church, hall, restroom

G. office, yard, patio

H. stairway, bedroom

I. village, suburb, farm

J. county

K. inn, restaurant

L. hotel, canyon, barber shop

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

A. cat, pencil, ink

B. balloon, shoe, rug, hacksaw

C. rafter, lumber, radio

D. tree, chair, table

E. light, axle, grease, motor

F. (none)

G. jar

H. cup, plate, fork, knife, spoon, plant, stove, sink, hose

ANSWERS TO ASSIGNMENT SHEETS

I. animal, glass, door

J. window, screen

K. book, frame, recipe

L. car, pliers, wrench, television

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. beauty, truth

B. silliness

C. love, hate

D. kindness, friendship

E. (none)

F. (none)

G. excitement

H. joy, sadness

I. pity, sincerity

J. pleasure, honesty

K. toughness

L. (none)

Assignment Sheet #6

PART I

A. car, boat, trailer, love, beauty

B. lawyer, wrench, pliers, engine, motor, car

C. plate, washer, dryer, rafter, beam

D. chemical, water, foam, fire

E. vise, hacksaw, file, chisel

F. month, day, hair, eye, door, church, school, gang

G. hammer, plant, curtain, needle, love, hate

H. bevel, frame, ruler, inch, sigh

I. alley, neighbor, nursery, salary, infant, noise, nose

J. kindness

ANSWERS TO ASSIGNMENT SHEETS

PART II

(NOTE: Student answers will vary but may include any of the following nouns.)

A. ceiling
B. walls
C. floor
D. shelves
E. boxes
F. lug wrench
G. air compressor
H. fan belts
I. hoses
J. car or automobile
K. lift
L. ramps
M. oil drain pan
N. air hoses
O. pheumatic drill or wrench
P. tires
Q. tool box
R. drum
S. tool cabinet or chest
T. wrenches (crescent)
U. mallets
V. vise
W. drawers
X. rollers
Y. handles
Z. tools
AA. peg board
BB. hooks
CC. windshield
DD. taillights
EE. doors
FF. rear bumper
GG. wheel covers
HH. ratchet
II. sockets
JJ. wrenches (open end)
KK. cabinet
LL. license frame

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #7

	PERSON		PLACE		THING		IDEA
A.	adult	A.	island	A.	rain	A.	love
B.	waitress	B.	library	B.	game	B.	beauty
C.	king	C.	cafeteria	C.	plate	C.	honesty
D.	doctor	D.	city	D.	novel	D.	hate
E.	teacher	E.	study hall	E.	football		
F.	sister	F.	shop	F.	water		
G.	father	G.	school	G.	chain saw		
H.	coach	H.	gym	H.	ribbon		
I.	salesman	I.	office	I.	shirt		
				J.	screwdriver		
				K.	beans		

Assignment Sheet #8

PART I

A. children, matches

B. pliers

C. student, vise

D. lines, objects

E. ruler, things

F. baby-sitter, responsibility

G. principal, class, shop

H. carpenter, ruler

I. draftsman, blueprints

J. lines, blueprint

K. mechanics, chisels, screwdrivers

L. worker

M. interview, job

N. baby-sitter, diapers

O. baby, rattle

PART II

A. soap, hands, food

B. man, boys, yard

C. teacher, honesty, students

D. beauty, sky

E. worms, holes, lumber

F. draftsmen, blueprints

G. oil, grease, torches

H. screws, automobiles

I. concrete

J. shovel, hoe, shed

K. baby-sitter, infant, love, eyes

L. welder, pair, goggles

M. baby

N. needle, (sewing) machine

O. dishes, cups, silverware

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

Assignment Sheet #11

A. Technical Chemical Company
10737 Spangler Road
Dallas, Texas 75220

B. WD-40 Company
1061 Cudahy Place
San Diego, California 92110

C. Household and Hardware Products
Box 33053
St. Paul, Minnesota 55133

D. All-Temp Heating and Air Conditioning
1625 S. Memorial Drive
Tulsa, Oklahoma 74112

E. Morrow-Gill Lumber Co.
200 E. Morrow Road
Sand Springs, Oklahoma 74063

Assignment Sheet #12

A. Jim lives in Glenpool, Oklahoma.

B. He takes CVET from Mr. Duncan.

C. His sister Sarah moved to Dewar, Oklahoma.

D. The Red River divides Oklahoma from Texas.

E. Mr. Spencer called Jeff about fixing his new Ford Fairlane.

F. Jeff worked all day Monday, but he still had trouble with the Ford.

G. He promised Mr. Spencer that he would get his friend Steve, who works at Denny's Service Center on Main Street, to look at the car.

H. The Carter family drove to California to visit Yosemite National Park.

I. It is July 4, 1983.

J. Pedro could not speak English very well, but he could weld well.

K. Duncan Public Schools won the national competition in basketball.

L. Sally, Tim, Jane, and Connie moved to Idabel, Oklahoma.

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #13--Evaluated to the satisfaction of the instructor

Assignment Sheet #14

	COMMON NOUNS		PROPER NOUNS
A.	football	A.	Jim Owens
B.	day	B.	Dallas Cowboys
C.	field	C.	Ada, Oklahoma
D.	field	D.	Archer Avenue
E.	teacher	E.	Benton Street
F.	passes	F.	Jim
G.	day	G.	Mr. Grenfield
H.	people	H.	Jim
I.	teacher	I.	Thanksgiving Day
J.	chance	J.	Jim
K.	station	K.	Cowboys
L.	directions	L.	Honda
M.	field	M.	Red River
N.	time	N.	Texas
O.	game	O.	Ada
P.	home		

ENG I - 53-D

NOUNS
UNIT I

TEST

NAME________________________________ SCORE ____________________

1. Match terms related to nouns to their correct definitions. Write the correct numbers in the blanks.

_____a. To state the meaning of a word

_____b. A certain one, a special one, a specific one

_____c. Be able to tell how each is different

_____d. Begin the word with a capital letter

_____e. Group of words containing a subject and verb and expressing a complete thought

_____f. Something one thinks, knows, or imagines; a thought, opinion, or belief

_____g. Class or form of words in a language

1. Idea
2. Distinguish
3. Capitalize
4. Particular
5. Define
6. Sentence
7. Part of speech

2. Define *noun*.

____

____

____

3. Distinguish between common and proper nouns. Write a "C" in the blanks before common nouns. Write a "P" in the blanks before proper nouns.

_____a. school

_____b. teacher

_____c. Oklahoma

_____d. chisel

_____e. President Lincoln

_____f. nails

_____g. Christmas

_____h. Main Street

_____i. cow

_____j. Ardmore

TEST

4. Identify common nouns that name persons. Circle each noun that names a person in the following lists.

   a. man, cat, home, gentleman, welder, waitress, train, baby

   b. wife, shoe, snack, machine, file, nail, teacher, principal

   c. sleep, lumber, stove, repairman, machinist, counselor

5. Identify common nouns that name places. Circle each noun that names a place in the following lists.

   a. female, cat, house, gentleman, teacher, school, servant

   b. city, boot, rug, country, saw, town, teacher, store, home

   c. beam, lumber, street, beach, valley, salesperson, machinist

6. Identify common nouns that name things. Circle each noun that names a thing in the following lists.

   a. man, cat, pencil, male, welder, school, ink

   b. balloon, city, shoe, rug, country, hacksaw, town, teacher

   c. rafter, lumber, street, peace, counselor, repairman, radio

7. Identify common nouns that name ideas. Circle each noun that names an idea in the following lists.

   a. store, cat, pen, beauty, welder, building, ink, truth

   b. balloon, time, shoe, month, chair, hacksaw, town, teacher

   c. rafter, lumber, road, love, hate, valley, clerk, shoe

8. Identify common nouns that name persons, places, things, or ideas. Circle all nouns which name persons, places, things, or ideas in the following lists.

   a. car, boat, trailer, shout, sing, love, beauty

   b. lawyer, into, wrench, pliers, engine, motor, car, while

   c. jump, over, above, too, plate, washer, dryer, rafter, beam

   d. know, listen, chemical, water, foam, fire

   e. vise, hacksaw, file, chisel, toward, two, now

TEST

9. Select common nouns from sentences. Circle each of the nouns in the following sentences.

   a. Children should not play with matches.

   b. You need to use diagonal pliers.

   c. The man hired the boys to mow his yard.

   d. Worms cause holes in lumber.

   e. The concrete poured easily.

10. Write common nouns correctly in sentences. Write a sentence using each of the following nouns. Make each sentence at least six words long.

    a. *hammer*-- ______________________________

    ____

    b. *job*-- ______________________________

    ____

    c. *boss*-- ______________________________

    ____

    d. *class*-- ______________________________

    ____

    e. *love*-- ______________________________

    ____

11. Name proper nouns. Write a proper noun for each of the following common nouns.

    a. *man*-- ______________________________

    b. *school*-- ______________________________

    c. *holiday*-- ______________________________

TEST

12. Capitalize proper nouns in addresses. Write the following addresses correctly.

technical chemical company ______________________
10737 spangler road ______________________
dallas, texas 75220 ______________________

morrow-gill lumber co. ______________________
200 e. morrow road ______________________
sand springs, oklahoma 74063 ______________________

13. Identify proper nouns in sentences. Rewrite the following sentences, capitalizing proper nouns correctly.

a. jim lives in glenpool, oklahoma.

____

b. it is july 4, 1983.

____

c. the red river divides oklahoma from texas.

____

14. Write the following proper nouns in sentences. Each sentence must contain at least six words.

a. (Monday) ______________________
____

b. (Tulsa, Oklahoma)______________________
____

c. (Thanksgiving) ______________________
____

NOUNS
UNIT I

ANSWERS TO TEST

1. a. 5
   b. 4
   c. 2
   d. 3
   e. 6
   f. 1
   g. 7

2. Part of speech that names a person, place, thing, or idea; may also be defined as anything you can see or have

3. a. C
   b. C
   c. P
   d. C
   e. P
   f. C
   g. P
   h. P
   i. C
   j. P

4. a. man, gentleman, welder, waitress, baby
   b. wife, teacher, principal
   c. repairman, machinist, counselor

5. a. house, school
   b. city, country, town, store, home
   c. street, beach, valley

6. a. cat, pencil, ink
   b. balloon, shoe, rug, hacksaw
   c. rafter, lumber, radio

7. a. beauty, truth
   b. time
   c. love, hate

ANSWERS TO TEST

8. a. car, boat, trailer, love, beauty
   b. lawyer, wrench, pliers, engine, motor, car
   c. plate, washer, dryer, rafter, beam
   d. chemical, water, foam, fire
   e. vise, hacksaw, file, chisel
9. a. Children, matches
   b. pliers
   c. man, boys, yard
   d. Worms, holes, lumber
   e. concrete
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Technical Chemical Company
    10737 Spangler Road
    Dallas, Texas 75220

    Morrow-Gill Lumber Co.
    200 E. Morrow Road
    Sand Springs, Oklahoma 74063
13. a. Jim lives in Glenpool, Oklahoma.
    b. It is July 4, 1983.
    c. The Red River divides Oklahoma from Texas.
14. Evaluated to the satisfaction of the instructor

PRONOUNS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to identify personal, interrogative, indefinite, and demonstrative pronouns. The student should also be able to correctly use these pronouns in sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Identify personal pronouns in sentences.
3. Select the correct case of personal pronouns in sentences.
4. Identify interrogative pronouns in sentences.
5. Identify indefinite pronouns in sentences.
6. Identify demonstrative pronouns in sentences.
7. Identify pronouns in sentences.
8. Write pronouns in sentences.

PRONOUNS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss information sheet.

   E. Discuss assignment sheets.

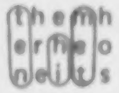
   F. Explain the concept of the transparency if students do not know that fish swim in schools. Show transparencies one at a time as pronoun groups are introduced.

   G. Have students make their own pronoun word searches.

   H. Distribute copies of a newspaper or magazine article. Have students find as many pronouns as they can within a time limit.

   I. Play "Pronoun Squares." Each student hunts for pronouns in a book within a certain time limit. Words are placed on a grid. At the end of the time, any words that are written vertically credit the student with a point per letter. Student with the most points wins.

   EXAMPLE:



   J. Check your basic grammar text. Make sure that the discussion of possessive personal pronouns in this unit will not be confused with adjectives. Some texts call them possessive adjectives.

   K. Give test.

   L. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Transparency masters

   1. TM #1--Pronoun Schools (Personal Pronouns)
   2. TM #2--Pronoun Schools (Interrogative Pronouns)
   3. TM #3--Pronoun Schools (Indefinite Pronouns)
   4. TM #4--Pronoun Schools (Demonstrative Pronouns)

E. Assignment sheets

   1. Assignment Sheet #1--Identify Personal Pronouns
   2. Assignment Sheet #2--Replace Nouns with Personal Pronouns
   3. Assignment Sheet #3--Choose Subjective Case Personal Pronouns
   4. Assignment Sheet #4--Write Subjective Case Personal Pronouns in Sentences
   5. Assignment Sheet #5--Choose Objective Case Personal Pronouns
   6. Assignment Sheet #6--Write Objective Case Personal Pronouns in Sentences
   7. Assignment Sheet #7--Choose Interrogative Pronouns
   8. Assignment Sheet #8--Choose Objective, Subjective, and Possessive Case Interrogative Pronouns
   9. Assignment Sheet #9--Write Interrogative Pronouns in Sentences
   10. Assignment Sheet #10--Identify Indefinite Pronouns
   11. Assignment Sheet #11--Write Indefinite Pronouns in Sentences
   12. Assignment Sheet #12--Identify Demonstrative Pronouns
   13. Assignment Sheet #13--Write Demonstrative Pronouns in Sentences
   14. Assignment Sheet #14--Identify Pronouns

F. Answers to assignment sheets

G. Test

H. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Broekhuizen, Richard J. *Graphic Communications*. Bloomington, Illinois: McKnight Publishing Company, 1973.

B. Clements, Irene, with Judy Coffey and Linda Nielson. *Home and Community Services*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

C. Henderson, Charles W., and Bob Patton. *General Construction Trades*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

D. Henderson, Charles W., with Bob Patton and Margaret Spann. *General Mechanical Trades*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

E. Pence, R. W., and D. W. Emery. *A Grammar of Present-Day English*. New York: The Macmillan Company, 1963.

F. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

G. Warriner, John E., and Sheila Laws Graham. *English Grammar and Composition*, Second Course. New York: Harcourt Brace Jovanovich, 1977.

PRONOUNS
UNIT II

INFORMATION SHEET

I. Terms and definitions

A. Noun--Part of speech that names a person, place, thing, or idea

B. Pronoun--Part of speech that takes the place of a noun

C. Case--Form of a pronoun that signals its *use* in a sentence

D. Subject--Noun or pronoun the sentence is talking about

E. Compound subject--Two or more nouns or pronouns used as the subject in a sentence

F. Subjective case--Pronoun form used as a subject or referring to a subject in a sentence

G. Object--Noun or pronoun that answers the question *what? whom? to whom?* or *for whom?*

H. Compound object--Two or more nouns or pronouns used as the object in a sentence

I. Objective case--Pronoun form used as the object in a sentence

J. Possession--Ownership; to own something

K. Possessive case--Pronoun form used to show ownership or possession

L. Interrogative--Asks a question

M. Demonstrative--Points out things

N. Definite--Specific; limiting

O. Indefinite--Not specific; not limiting

P. Adjective--Part of speech which describes or limits a noun or pronoun

Q. Refers, referring--Talking about

R. Define--Tell what a word means

S. Sentence--Group of words containing a subject and verb and expressing a complete thought

INFORMATION SHEET

II. Personal pronoun--Word which takes the place of a noun (Transparency #1; Assignment Sheets #1-#6)

I, me, my, mine, myself
you, your, yours, yourself, yourselves
he, him, his, himself
she, her, hers, herself
it, its, itself
we, us, our, ours
they, them, their, theirs, themselves

EXAMPLE: Janice picked up the welding iron and then set the iron down.
She picked up the welding iron and then set *it* down.

(NOTE: Pronouns made of two words [myself, themselves, etc.] may not be used in a sentence without first identifying the person or thing the pronoun stands for.)

III. Personal pronoun cases (Assignment Sheets #1-#6)

A. Possessive case personal pronoun--Personal pronoun which shows ownership or possession

my, mine, your, yours, his, her, hers, its,
our, ours, their, theirs

EXAMPLES: Welding is *her* favorite pastime.
The tablesaw tripped *its* breaker.

(NOTE: Possessive pronouns never use an apostrophe.)

B. Subjective case--Personal pronoun used as a subject or when referring to a subject in a sentence (Assignment Sheets #3 and #4)

I, you, he, she, it, we, they

EXAMPLES: *You* are a very good student.
The person using the saw is *she*.

C. Objective case--Personal pronoun used as the object in a sentence (Assignment Sheets #5 and #6)

me, you, him, it, her, us, them

EXAMPLES: Robert waited for *her*. (object of preposition *for*)
Carl must not forget *them*. (object of verb *forget*)

INFORMATION SHEET

IV. Interrogative pronoun--Pronoun which asks a question (Transparency #2; Assignment Sheets #7-#9)

who, whom, whose, what, which

(NOTE: Some books teach these as personal pronouns.)

A. Subjective case interrogative pronoun--Interrogative pronoun used as the subject in a sentence (Assignment Sheets #7 and #8)

who, what, which

EXAMPLES: *What* is going on here?
Who ate my dessert?
Which of the socks is yours?

B. Objective case interrogative pronoun--Interrogative pronoun used as the object in a sentence (Assignment Sheets #8 and #9)

whom, what

EXAMPLES: For *whom* did you work? (object of preposition *for*)
What did he say? (object of verb *say*)

C. Possessive case interrogative pronoun--Interrogative pronoun used to show ownership

whose

EXAMPLE: *Whose* is that?

V. Indefinite pronoun--Pronoun which is not specific or limiting, which does not refer to definite persons or things (Transparency #3; Assignment Sheets #10 and #11)

any
anyone
anybody
anything
another
all

one
no one
nobody
nothing
none

someone
somebody
something
some

everyone
everybody
everything
each
either
neither

many
few
much
both
several

EXAMPLES: Lucy has money, but Jessica does not have *any*.
Everybody admired the paint job he had done.

INFORMATION SHEET

VI. Demonstrative pronoun–Pronoun which points out things (Transparency #4; Assignment Sheets #12, #13, and #14)

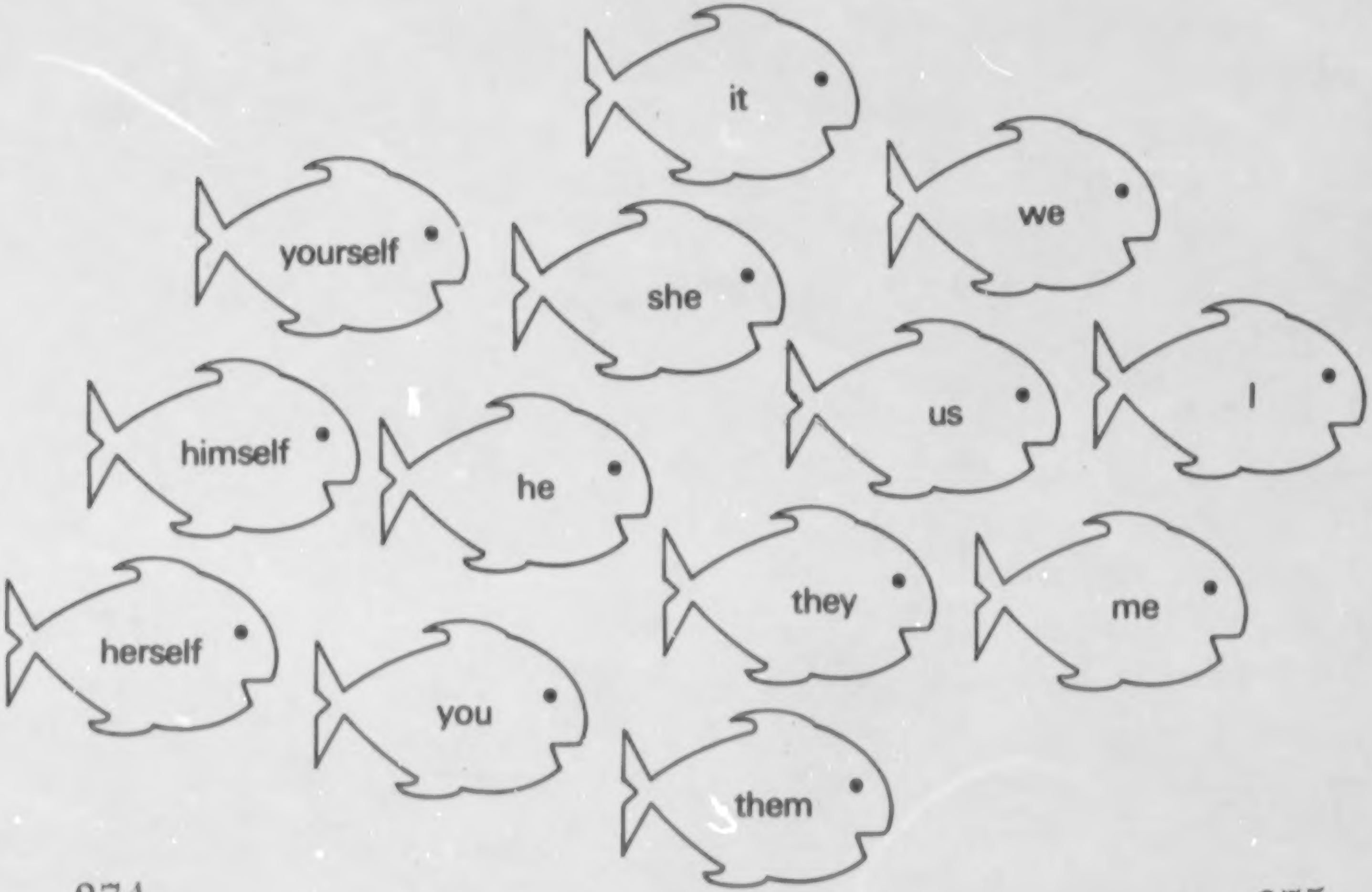
this, that, these, those

EXAMPLES: *This* suits me fine.
Give me *those*, and I will wash them.

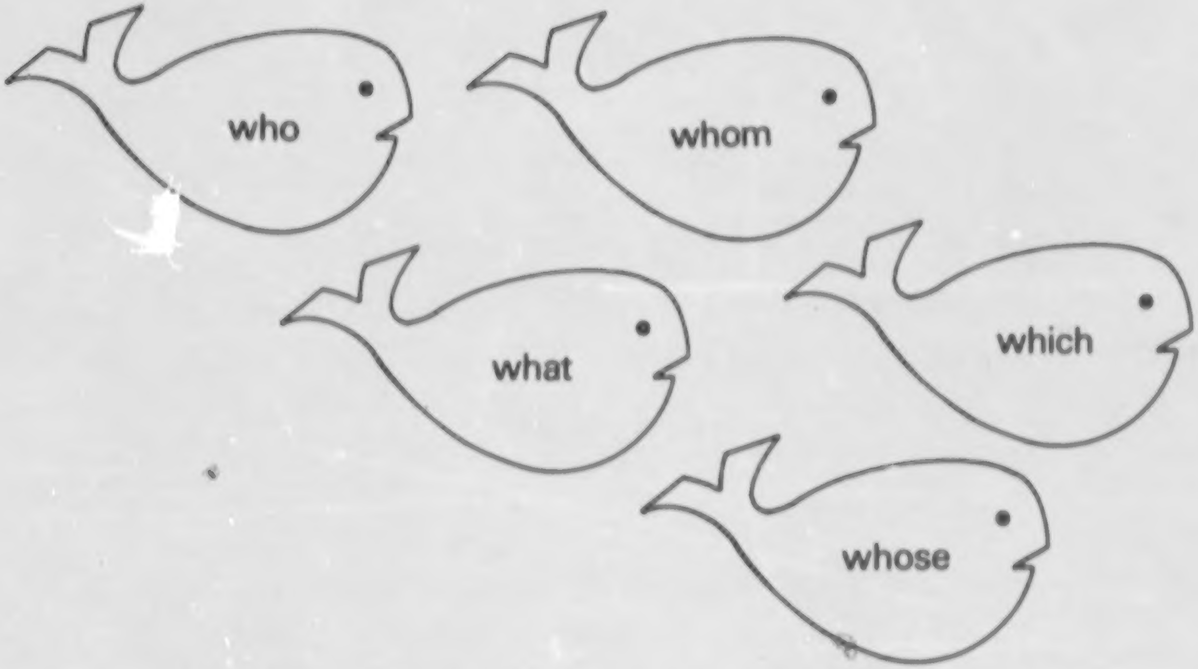
(NOTE: When a noun follows a demonstrative pronoun, then the pronoun is used as an adjective, not a pronoun.)

EXAMPLE: That car is mine.
That is followed by a noun (car)
That becomes an adjective

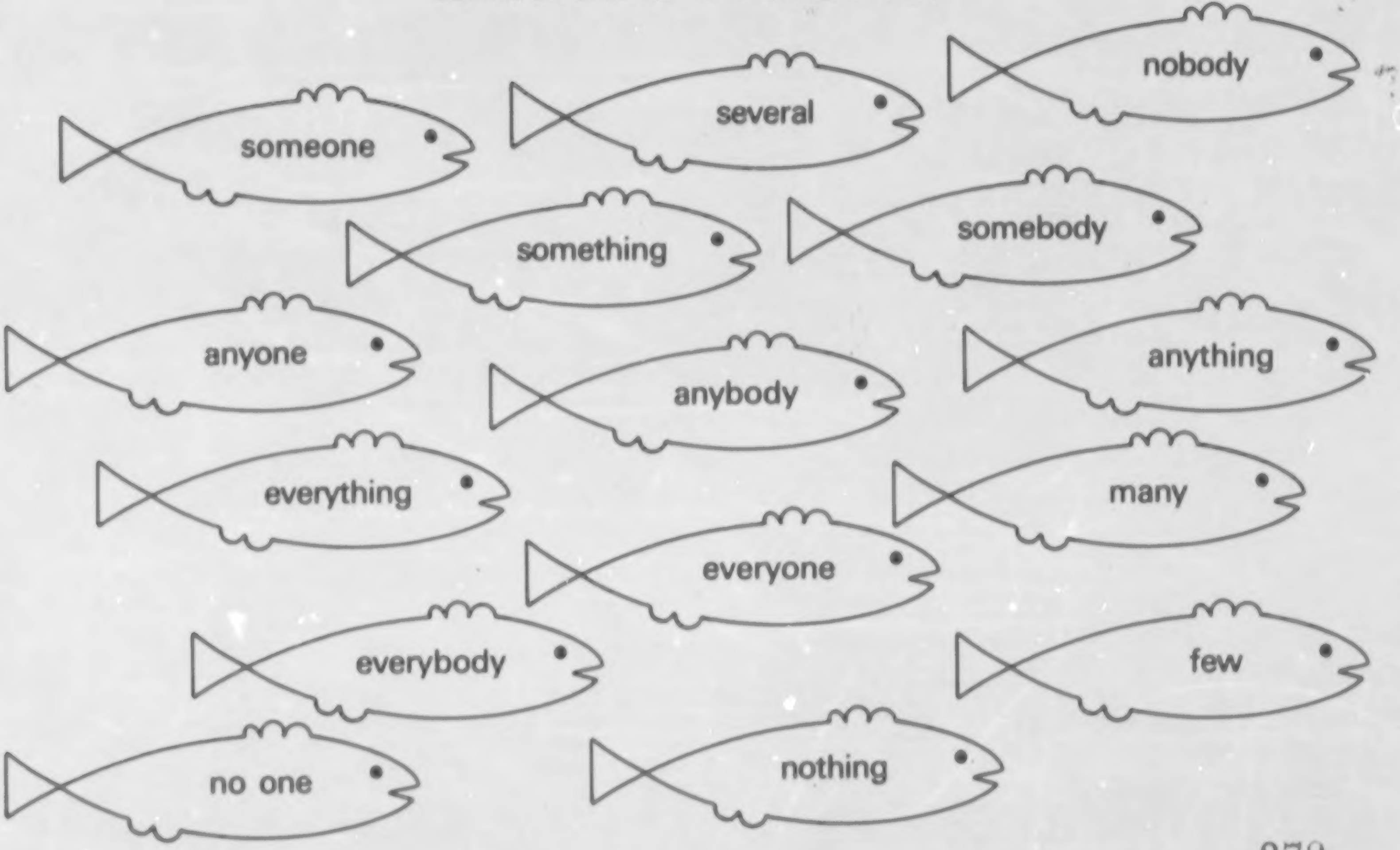
Pronoun Schools
(Personal Pronouns)


it
we
yourself
she
us
I
himself
he
herself
they
me
you
them

Pronoun Schools
(Interrogative Pronouns)


who
whom
what
which
whose

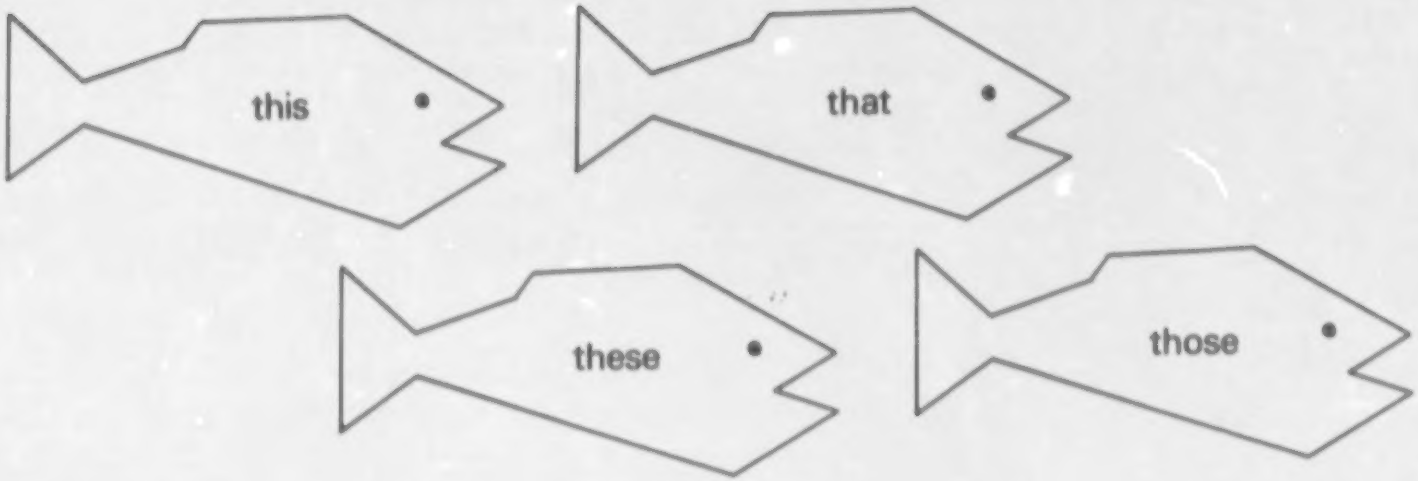
Pronoun Schools
(Indefinite Pronouns)


nobody
several
someone
somebody
something
anyone
anything
anybody
everything
many
everyone
everybody
few
no one
nothing

TM #3

ENG I - 73-D

Pronoun Schools
(Demonstrative Pronouns)


this
that
these
those

PRONOUNS
UNIT II

ASSIGNMENT SHEET #1--IDENTIFY PERSONAL PRONOUNS

NAME ______________________________ SCORE ________________

A personal pronoun is a part of speech that takes the place of a noun.

PART I

Circle each personal pronoun in the following sentences. The numbers at the end of each sentence tell you how many pronouns you should have circled. You may refer to your Information Sheet.

EXAMPLE: Jeff saw his parents, and he waved at them.

A. The cook placed his orders on a bulletin board. (1)

B. I called in an order to go. (1)

C. The waiter called out my order to me. (2)

D. I picked up the order myself. (2)

E. Did the waiter take your order? (1)

F. You should check with him. (2)

G. He sometimes makes a mistake in his writing. (2)

H. The waitress even lost her own order one time. (1)

I. She got mad at the cook, but it was her mistake. (3)

J. At first, he blamed himself. (2)

K. But, she discovered the error and blamed herself. (2)

L. We left our order with the waiter one time, and it was really messed up. (3)

M. They called us at our house, and we all straightened things out. (4)

N. In fact, they blamed themselves, and we blamed ourselves. (4)

O. The truth was, it was the cook's fault. (1)

P. He had read their order slips wrong. (2)

Q. When he read the slips, he thought they said "cancel." (3)

R. He makes such good food that all the trouble is worth it. (2)

S. I wouldn't kid you. (2)

T. Their food is great! (1)

ASSIGNMENT SHEET #1

PART II

Circle each personal pronoun in the following sentences.

EXAMPLE: He walked his dog while I jogged.

A. I tried to learn how to clean my electric motor.

B. My neighbor brought his tools over, and we started working.

C. His wife brought us lunch that she had prepared.

D. She is well known for her cooking talents.

E. Eating her food almost made up for my frustration at learning about engines.

F. We went back to work after lunch.

G. It seemed to go better with food in my stomach.

H. My neighbor kept praising me.

I. He thought I was doing very well.

J. He even said that I was doing better than he did himself.

K. We finished the job, and I was proud of what I had done.

L. Maybe next time I will try it myself.

M. I will have to buy a soft-faced mallet.

N. My neighbor brought his mallet over this time.

O. I would like to have my own tools.

P. I plan to have him and his wife over for dinner to thank them.

Q. Maybe she will volunteer to bring her famous brownies.

R. I am lucky to have such good neighbors.

S. They were always willing to help me and my family.

T. We enjoy having them as our neighbors.

PRONOUNS
UNIT II

ASSIGNMENT SHEET #2--REPLACE NOUNS WITH PERSONAL PRONOUNS

NAME ____________________ SCORE __________

Replace the underlined nouns with pronouns. Write the pronouns in the spaces provided below.

Tom wanted to get a job as a short order cook for the summer. $\overset{\text{A.}}{\underline{\text{Tom}}}$ asked $\overset{\text{B.}}{\underline{\text{Tom's}}}$ mother for help finding a job. $\overset{\text{C.}}{\underline{\text{Tom's}}}$ mother told $\overset{\text{D.}}{\underline{\text{Tom}}}$ to go to every restaurant in town and ask about a job. Tom put on $\overset{\text{E.}}{\underline{\text{Tom's}}}$ shorts and old T-shirt and went to town. $\overset{\text{F.}}{\underline{\text{Tom}}}$ asked at each restaurant, but no one needed help. $\overset{\text{G.}}{\underline{\text{Tom}}}$ went home. $\overset{\text{H.}}{\underline{\text{Tom's}}}$ mother met $\overset{\text{I.}}{\underline{\text{Tom}}}$ at the door. $\overset{\text{J.}}{\underline{\text{Tom's}}}$ mother fussed at $\overset{\text{K.}}{\underline{\text{Tom}}}$ because of $\overset{\text{L.}}{\underline{\text{Tom's}}}$ clothes. $\overset{\text{M.}}{\underline{\text{Tom's}}}$ mother made $\overset{\text{N.}}{\underline{\text{Tom}}}$ put on a nice pair of slacks and a clean shirt. Then $\overset{\text{O.}}{\underline{\text{Tom's}}}$ mother sent $\overset{\text{P.}}{\underline{\text{Tom}}}$ back to town to ask for a job. This time Tom was hired at the fourth place $\overset{\text{Q.}}{\underline{\text{Tom}}}$ went.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

K. ____________________

L. ____________________

M. ____________________

N. ____________________

O. ____________________

P. ____________________

Q. ____________________

PRONOUNS
UNIT II

ASSIGNMENT SHEET #3--CHOOSE SUBJECTIVE CASE PERSONAL PRONOUNS

NAME ____________________ SCORE ____________

Subjective case pronouns are those used as a subject or when referring to a subject in a sentence.

PART I

Circle the subjective case pronoun in each of the following sentences. You may refer to your Information Sheet.

EXAMPLE: ([✓ She], Her) got an "A" on her assignment.

A. (He, Him) needs a wire brush to clean the crankcase.

B. (We, Us) borrowed a scraper to clean the crankcase.

C. (They, Them) cleaned dirt from the cylinder walls.

D. (Yourself, You) reasseamble parts in reverse order after cleaning the cooling system.

E. (It, Its) never hurts to check yourself.

F. (Her, She) wanted to learn how to service the oil-bath air cleaner.

G. (Me, I) helped clean the cup, filter, and other parts with solvents.

PART II

When pronouns are used as part of a compound subject, you still use the subjective case pronoun. Circle the subjective case pronoun in each of the following sentences.

(NOTE: An easy way to select the subjective case pronoun is to say the sentence aloud, omitting the first subject in the compound subject. In most sentences, your ear will tell you the correct pronoun.)

EXAMPLE: Bob and (he, him) worked overtime.
He worked overtime.
Bob and *he* worked overtime.

A. Tom or (him, he) threw the dirty oil away.

B. Willie and (her, she) helped each other service the oil-filter air cleaner.

C. Jon and (us, we) checked their work.

D. Kara and (I, me) had to clean the shop for a week.

E. Sue or (they, them) will clean the shop next week.

ASSIGNMENT SHEET #3

F. Joyce and (she, her) presented the safety colors.

G. Ed and (we, us) were not sure what the ivory color stood for.

H. Ted and (him, he) told us that the color ivory is applied to label edges, vise jaws, and edges of tool rests to reflect light.

I. Our classmates and (we, us) worked together.

J. They and (we, us) studied the safety rules.

K. The teacher and (they, them) helped us.

L. Shirley and (me, I) scored 100 percent on our safety test.

M. Jon, Jill, and (him, he) did not pass the test.

PRONOUNS
UNIT II

ASSIGNMENT SHEET #4--WRITE SUBJECTIVE CASE PERSONAL PRONOUNS IN SENTENCES

NAME ________________________ SCORE ____________

A subjective case pronoun is a pronoun used as a subject or when referring to a subject in a sentence.

Write a sentence using each of the subjective case pronouns or compound subjects given below. Each sentence should contain at least six words.

EXAMPLE: *we* We began to wire and plumb the newly constructed house.

A. *he* ________________________

B. *we* ________________________

C. *it* ________________________

D. *she* ________________________

E. *I* ________________________

F. *you* ________________________

G. *they* ________________________

H. *they and he* ________________________

I. *she and he* ________________________

ASSIGNMENT SHEET #4

J. *he and I* ____________________

____

K. *Ophelia and you* ____________________

____

L. *Bonnie and they* ____________________

____

M. *Mary and he* ____________________

____

N. *the teacher and we* ____________________

____

O. *they and we* ____________________

____

P. *he and you* ____________________

____

Q. *we and he* ____________________

____

R. *Clyde and I* ____________________

____

S. *Candy and she* ____________________

____

T. *Bonita and you* ____________________

____

PRONOUNS
UNIT II

ASSIGNMENT SHEET #5--CHOOSE OBJECTIVE CASE PERSONAL PRONOUNS

NAME ______________________ SCORE ____________

PART I

Objective case personal pronouns are those personal pronouns used as the object in a sentence. Circle the objective case pronouns in the following sentences. You may refer to your Information Sheet.

EXAMPLE: The principal wanted (I, [✓ me]) to help him.

A. The teacher chose (I, me) to explain the use of yellow in safety.

B. Lisa asked (he, him) what green meant in the color safety code.

C. Gary wanted to ask (her, she) what orange meant in safety.

D. The teacher told (us, we) that we would have a test tomorrow on safety code colors.

E. Then everyone wanted to ask (he, him) a question.

F. He told (we, us) to study the color codes.

G. We promised we would study (them, they).

PART II

Objective case personal pronouns are often used as part of a compound object. Circle the objective case pronouns in the following sentences.

(NOTE: An easy way to select the objective case pronoun is to say the sentence aloud, omitting the first object in the compound object. In most cases, your ear will tell you the correct pronoun.)

EXAMPLE: Ask Betty and (her, she) the question.
Ask *her* the question.
Ask Betty and *her* the question.

A. The teacher reminded Kim and (I, me) to pin our hair up when working on machines.

B. Jeff told Sally and (he, him) to take off their rings when working with machinery.

C. They helped Dick and (us, we).

D. The dry chemical fire extinguisher was placed beside Joe and (she, her).

ASSIGNMENT SHEET #5

E. No one saw (he and she, him and her) leave.

F. Marilyn asked Ted and (us, we) to help.

G. The principal came for Jim and (they, them).

H. The class missed (you and he, you and him) when you both were absent.

I. May we go with you and (she, her)?

J. Why can't Gary and Kent go with you and (I, me)?

K. We don't want the girls and (they, them) to pester us.

L. They always pester you and (I, me).

M. Then let's you and I go without her and (they, them).

PRONOUNS
UNIT II

ASSIGNMENT SHEET #6--WRITE OBJECTIVE CASE PERSONAL PRONOUNS IN SENTENCES

NAME ______________________ SCORE __________

Write a sentence using each of the objective case pronouns or compound objects given below. Each sentence should contain at least six words.

EXAMPLE: *us* The instructor told us that our word was good.

(NOTE: Remember not to use the pronouns as subjects.)

A. *me* ______________________

B. *you* ______________________

C. *her* ______________________

D. *him* ______________________

E. *it* ______________________

F. *us* ______________________

G. *them* ______________________

H. *me and you* ______________________

I. *him and her* ______________________

ASSIGNMENT SHEET #6

J. *them and us*

K. *Matthew and me*

L. *Todd and her*

M. *Shelby and them*

N. *Dennis and us*

O. *Bobby and you*

P. *Peggy and her*

Q. *Debbie and him*

R. *you and her*

S. *them and her*

T. *them and you*

PRONOUNS
UNIT II

ASSIGNMENT SHEET #7--CHOOSE INTERROGATIVE PRONOUNS

NAME________________________________ SCORE ________________

Interrogative pronouns ask a question. Circle the interrogative pronouns in the following sentences. You may refer to your Information Sheet.

EXAMPLE: Whose coat is this?

A. What did you say?

B. Who knows how to find a job?

C. Who sent this letter?

D. To whom did you write?

E. Who got the job?

F. What did you want?

G. Whose purse is that?

H. Whom did the teacher ask?

I. To whom was the hammer given?

J. Who lives here?

PRONOUNS
UNIT II

ASSIGNMENT SHEET #8--CHOOSE OBJECTIVE, SUBJECTIVE, AND POSSESSIVE CASE INTERROGATIVE PRONOUNS

NAME ______________________________ SCORE ______________

Interrogative pronouns ask a question. Circle the correct interrogative pronouns in the following sentences.

(NOTE: Choose *who* when the pronoun is a subject or refers to the subject. Choose *whom* when the pronoun is used as an object. *What* is used as a subject pronoun and an object pronoun.)

EXAMPLE: Do you know (who's, [✓ whose]) that is?

A. (Who, Whom) is your CVET teacher?

B. (Who, Whom) is your best friend?

C. The teacher called on (who, whom)?

D. (Who, Whom) did the teacher call on?

E. Do you know (whose, who's) this is?

F. (Who, Whom) did you ask about a job?

G. (Who, Whom) finished the welding job?

H. The answer was given by (who, whom)?

I. (Who, Whom) did you go out with last night?

J. (Who's, Whose) was that?

PRONOUNS
UNIT II

ASSIGNMENT SHEET #9--WRITE INTERROGATIVE PRONOUNS IN SENTENCES

NAME ______________________ SCORE __________

Write a sentence for each of the interrogative pronouns given below. Use at least six words in each sentence.

EXAMPLE: *what* What shall we do with the left over cleaning solvent?

A. *who* ______________________

B. *what* ______________________

C. *who* ______________________

D. *whom* ______________________

E. *what* ______________________

F. *whose* ______________________

PRONOUNS
UNIT II

ASSIGNMENT SHEET #10--IDENTIFY INDEFINITE PRONOUNS

NAME ______________________________ SCORE ______________

Indefinite pronouns are pronouns which are not specific or limiting, which do not refer to definite persons or things. Circle each indefinite pronoun in the following sentences. You may refer to your Information Sheet.

EXAMPLE: $\boxed{\text{Each}}$ of them belongs to $\boxed{\text{someone}}$.

A. Everyone should know how to use a fire extinguisher.

B. Everybody needs to remember that a jack plane is used for smoothing long surfaces.

C. No one could find the coping saw.

D. Each of them is different in its own way.

E. Few of us remember Pearl Harbor.

F. Neither impresses me.

G. Marty could remember nothing about rip handsaws.

H. Someone had to find the cleaning solvent.

I. Both will do the job another could do.

J. Anyone could do something better than she.

K. One is never enough; several is too many.

L. Everyone should try to do his best.

M. Everything should not be left to a few.

N. No one should do anything.

O. Many of us believed that the earth was flat.

P. Eddie was capable of doing anything with car engines.

Q. Both tried to help repair the damage.

R. Someone sent me the wrong application form.

S. Everything is in its proper place.

T. No one wanted any.

PRONOUNS
UNIT II

ASSIGNMENT SHEET #11--WRITE INDEFINITE PRONOUNS IN SENTENCES

NAME ____________________ SCORE __________

Write a sentence for each of the following indefinite pronouns. Use at least six words in each sentence.

EXAMPLE: *somebody* Somebody left her notebook and pencil on my desk.

A. *anyone* ____________________

B. *anybody* ____________________

C. *anything* ____________________

D. *all* ____________________

E. *no one* ____________________

F. *nobody* ____________________

G. *nothing* ____________________

H. *none* ____________________

I. *someone* ____________________

J. *somebody* ____________________

ASSIGNMENT SHEET #11

K. *something* ______________________________

____

L. *everyone* ______________________________

____

M. *everybody* ______________________________

____

N. *everything* ______________________________

____

O. *both* ______________________________

____

P. *each* ______________________________

____

Q. *few* ______________________________

____

R. *neither* ______________________________

____

S. *some* ______________________________

____

T. *several* ______________________________

____

PRONOUNS
UNIT II

ASSIGNMENT SHEET #12--IDENTIFY DEMONSTRATIVE PRONOUNS

NAME ______________________________ SCORE ______________

Demonstrative pronouns point out things. They are used without a noun after them.

Circle the demonstrative pronouns in the following sentences. You may refer to your Information Sheet.

EXAMPLE: I think these are my homework papers.

A. This is my car.

B. Is that his house?

C. Those are his tools.

D. Are these my tools?

E. That is not the correct way to clean an engine.

F. Are those too big for you to use?

G. That is not a good safety procedure.

H. These are my friends.

I. That does not concern me.

J. Are those his?

PRONOUNS
UNIT II

ASSIGNMENT SHEET #13--WRITE DEMONSTRATIVE PRONOUNS IN SENTENCES

NAME ____________________ SCORE ____________

Write sentences using the following demonstrative pronouns in place of the italicized nouns below. Use at least six words in each sentence.

this that these those

(NOTE: Remember not to name the noun after the pronoun.)

EXAMPLE: *tool* Would you please put that under the last desk?

A. *pen* ____________________

B. *saw* ____________________

C. *books* ____________________

D. *plugs* ____________________

E. *car* ____________________

F. *cycle* ____________________

G. *shoes* ____________________

H. *glasses* ____________________

PRONOUNS
UNIT II

ASSIGNMENT SHEET #14--IDENTIFY PRONOUNS

NAME______________________________________ SCORE __________________

Circle all of the pronouns in the following sentences. You should circle 20.

EXAMPLE: He was proud of himself for passing his test.

A. The waitress called out our order.

B. Our hotdogs were too cold to eat, so we sent them back.

C. That is too little food.

D. Who sent you the new sweater?

E. Everyone should remember the safety rules while they are in the shop.

F. No one should forget safety rules.

G. You need to remember to lock the windows.

H. She sent herself a note to remind herself about her appointment.

I. His job interview went well.

J. In fact, they blamed themselves, and we blamed ourselves.

PRONOUNS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. his
B. I
C. my, me
D. I, myself
E. your
F. You, him
G. He, his
H. her
I. She, it, her
J. he, himself
K. she, herself
L. We, our, it
M. They, us, our, we
N. they, themselves, we, ourselves
O. it
P. He, their
Q. he, he, they
R. He, it
S. I, you
T. Their

PART II

A. I, my
B. My, his, we
C. His, us, she
D. She, her
E. her, my
F. We
G. It, my
H. My, me
I. He, I
J. He, I, he, himself
K. We, I, I
L. I, it, myself
M. I
N. My, his
O. I, my
P. I, him, his, them
Q. she, her
R. I
S. They, me, my
T. We, them, our

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. He
B. his
C. His
D. him
E. his
F. He
G. He
H. His
I. him
J. His
K. him
L. his
M. His
N. him
O. his
P. him
Q. he

Assignment Sheet #3

PART I

A. He
B. We
C. They
D. You
E. It
F. She
G. I

PART II

A. he
B. she
C. we
D. I
E. they
F. she
G. we
H. he
I. we
J. we
K. they
L. I
M. he

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

PART I

A. me

B. him

C. her

D. us

E. him

F. us

G. them

PART II

A. me

B. him

C. us

D. her

E. him and her

F. us

G. them

H. you and him

I. her

J. me

K. them

L. me

M. them

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

A. What

B. Who

C. Who

D. whom

E. Who

F. What

G. Whose

H. Whom

I. whom

J. Who

Assignment Sheet #8

A. Who

B. Who

C. whom

D. Whom

E. whose

F. Whom

G. Who

H. whom

I. Who

J. Whose

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #10

A. Everyone

B. Everybody

C. No one

D. Each

E. Few

F. Neither

G. nothing

H. Someone

I. Both, another

J. Anyone, something

K. One, several

L. Everyone

M. Everything, few

N. No one, anything

O. Many

P. anything

Q. Both

R. Someone

S. Everything

T. No one, any

Assignment Sheet #11–Evaluated to the satisfaction of the instructor

Assignment Sheet #12

A. This

B. that

C. Those

D. these

E. That

F. those

G. That

H. These

I. That

J. those

Assignment Sheet #13–Evaluated to the satisfaction of the instructor

Assignment Sheet #14

A. our

B. Our, we, them

C. That

D. Who, you

E. Everyone, they

F. No one

G. You

H. She, herself, herself, her

I. His

J. they, themselves, we, ourselves

PRONOUNS
UNIT II

TEST

NAME________________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks. Definitions are continued on the next page.

_____a. Part of speech that takes the place of a noun

_____b. Noun or pronoun that answers the question *what? whom? to whom?* or *for whom?*

_____c. Asks a question

_____d. Tell what a word means

_____e. Two or more nouns or pronouns used as the object in a sentence

_____f. Part of speech that names a person, place, thing, or idea

_____g. Form of a pronoun that signals its *use* in a sentence

_____h. Part of speech which describes or limits a noun or pronoun

_____i. Not specific; not limiting

_____j. Talking about

_____k. Pronoun form used as a subject or referring to a subject in a sentence

_____l. Ownership; to own something

_____m. Points out things

_____n. Noun or pronoun the sentence is talking about

_____o. Two or more nouns or pronouns used as the subject in a sentence

_____p. Pronoun form used to show ownership or possession

_____q. Specific; limiting

1. Noun
2. Pronoun
3. Case
4. Subject
5. Compound subject
6. Subjective case
7. Object
8. Compound object
9. Objective case
10. Possession
11. Possessive case
12. Interrogative
13. Demonstrative
14. Definite
15. Indefinite
16. Adjective
17. Refers, referring
18. Define
19. Sentence

TEST

_____r. Pronoun form used as the object in a sentence

_____s. Group of words containing a subject and verb and expressing a complete thought

2. Identify personal pronouns in sentences. Circle the personal pronouns in the following sentences.
   a. You should listen to my instructions.
   b. It looks like rain.
   c. It is better if you do it yourself.
   d. Our hamburgers were given to someone else, and their hot dogs were given to us.
   e. Cooking is his favorite hobby.
   f. His praise made me feel better, but I know I can never be as good as he is.
   g. He showed me each little step, hoping that I could learn how to do it myself.
3. Select the correct case of personal pronouns in sentences. Circle the correct pronoun in the following sentences.
   a. (He, Him) needs to help me weld.
   b. No one remembered (they, them).
   c. (Their, Them) hamburgers were given to (us, we) by mistake.
   d. The principal asked Connie and (he, him) to help him.
   e. (She, Her) and (me, I) like CVET.
   f. Jake and (him, he) helped repair the car.
   g. The teacher spoke quietly to (we, us) and (them, they).
4. Identify interrogative pronouns in sentences. Circle the correct interrogative pronoun in the following sentences.
   a. (Who, Whom) knows that answer?
   b. Do you know (who's, whose) that is?
   c. The key was given to (who, whom)?
   d. (What, Which) happened to you at school today?
   e. (Who, Whom) do you trust?
   f. (Who, Whom) got the job?

TEST

g. (Who's, Whose) is this?

h. (Who, Whom) is your teacher this semester?

i. (Which, What) of those is green?

j. (Who, Whom) did the newspapers mention?

5. Identify indefinite pronouns in sentences. Circle the indefinite pronouns in the following sentences.

a. Everyone needs to remember everything about safety.

b. No one told anyone the secret.

6. Identify demonstrative pronouns in sentences. Circle the demonstrative pronouns in the following sentences.

a. That is his supply cart.

b. Are these my calipers?

7. Identify pronouns in sentences. Circle each pronoun in the following sentences.

a. The teacher called out our names.

b. No one but I was absent.

c. Everyone seemed to know everything about the assignment.

d. Who made the highest grade?

e. We were pleased with ourselves.

f. That is our reward for studying.

g. Is that mine?

h. We bandaged its sore paw.

i. I am proud of myself.

j. Each of us won a prize.

8. Write pronouns in sentences. Use at least six words in each sentence.

a. *mine* ____________________

____

b. *she* ____________________

____

TEST

c. *him* ______________________________

____

d. *them* ______________________________

____

e. *everything* ______________________________

____

f. *those* ______________________________

____

g. *whose* ______________________________

____

h. *what* (objective case) ______________________________

____

i. *they* ______________________________

____

j. *its* ______________________________

____

k. *who* ______________________________

____

l. *this* ______________________________

____

m. *we* ______________________________

____

n. *me* ______________________________

____

o. *whom* ______________________________

____

TEST

p. *what* (subjective case) ____________________________________

____

q. *someone* ____

____

PRONOUNS
UNIT II

ANSWERS TO TEST

1. a. 2
   b. 7
   c. 12
   d. 18
   e. 8
   f. 1
   g. 3
   h. 16
   i. 15
   j. 17
   k. 6
   l. 10
   m. 13
   n. 4
   o. 5
   p. 11
   q. 14
   r. 9
   s. 19

2. a. You, my
   b. It
   c. It, you, it, yourself
   d. Our, their, us
   e. his
   f. His, me, I, I, he
   g. He, me, I, it, myself

3. a. He
   b. them
   c. Their, us
   d. him
   e. She, I
   f. he
   g. us, them

4. a. Who
   b. whose
   c. whom
   d. What
   e. Whom
   f. Who
   g. Whose
   h. Who
   i. Which
   j. Whom

5. a. Everyone, everything
   b. No one, anyone

6. a. That
   b. these

ANSWERS TO TEST

7. a. our

   b. No one, I

   c. Everyone, everything

   d. Who

   e. We, ourselves

   f. That, our

   g. that, mine

   h. We, its

   i. I, myself

   j. Each, us

8. Evaluated to the satisfaction of the instructor

VERBS
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to define, identify, and write types of verbs in sentences. The student should also be able to use principal parts of verbs to write present, past, and future tenses. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Define *action verb*.
3. Define *linking verb*.
4. Define *helping verb*.
5. Define *compound verbs*.
6. Name the principal parts of verbs.
7. Write the principal parts of regular verbs.
8. Write the principal parts of irregular verbs.
9. Match the three verb tenses to their correct descriptions.
10. Choose sentences in which the underlined part of speech is a verb.
11. Write sentences containing action verbs.
12. Write sentences containing linking verbs.
13. Write sentences containing helping verbs.
14. Write sentences containing compound verbs.
15. Write principal parts of regular and irregular verbs in sentences.
16. Write sentences containing present tense verbs.
17. Write sentences containing past tense verbs.
18. Write sentences containing future tense verbs.
19. Write given verbs in sentences.

VERBS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Make transparencies.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss unit and specific objectives.

  E. Discuss information and assignment sheets.

  F. Use grease pencil to fill in blanks on transparencies. Discuss the use of *have, has,* or *had* on past participle--depends on subject. *Has* is used when talking about another person or thing--singular.

  G. Provide additional assignments from basic language texts for those students who need it.

  H. Depending on level of student, teach conjugation of verbs.

  I. Play "Verb Game": Set a time limit of approximately 5 minutes. See which student can write the most action verbs within the alloted time.

  J. Provide many examples as transparencies are discussed.

  K. Play "Verb Charades": Each student is given an action verb to act out before the class. Other students guess the verb.

  L. Give test.

  M. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1--Action Verbs

    2. TM #2--Linking Verbs

    3. TM #3--Helping Verbs

    4. TM #4--Principal Parts of Regular Verbs

SUGGESTED ACTIVITIES

5. TM #5--Principal Parts of Irregular Verbs
6. TM #6--Chart of Irregular Verbs Grouped by Patterns
7. TM #7--Chart of Irregular Verbs Grouped by Patterns (Continued)
8. TM #8--Principal Parts of Verbs Used for Tenses

E. Assignment sheets

1. Assignment Sheet #1--Select Action Verbs
2. Assignment Sheet #2--Write Sentences Containing Action Verbs
3. Assignment Sheet #3--Select Linking Verbs
4. Assignment Sheet #4--Write Sentences Containing Linking Verbs
5. Assignment Sheet #5--Select Helping Verbs
6. Assignment Sheet #6--Write Sentences Containing Helping Verbs
7. Assignment Sheet #7--Select Compound Verbs in Given Sentences
8. Assignment Sheet #8--Write Sentences Containing Compound Verbs
9. Assignment Sheet #9--Name Principal Parts of Regular Verbs
10. Assignment Sheet #10--Write Principal Parts of Regular Verbs
11. Assignment Sheet #11--Identify Principal Parts of Regular Verbs
12. Assignment Sheet #12--Name Principal Parts of Irregular Verbs
13. Assignment Sheet #13--Write Principal Parts of Irregular Verbs
14. Assignment Sheet #14--Identify Principal Parts of Irregular Verbs
15. Assignment Sheet #15--Write Principal Parts of Regular and Irregular Verbs in Sentences
16. Assignment Sheet #16--Write Sentences Containing Present Tense Verbs
17. Assignment Sheet #17--Write Sentences Containing Past Tense Verbs
18. Assignment Sheet #18--Write Sentences Containing Future Tense Verbs
19. Assignment Sheet #19--Name Verb Tense

SUGGESTED ACTIVITIES

20. Assignment Sheet #20--Choose Sentences Containing Underlined Verbs

21. Assignment Sheet #21--Identify Verbs in Sentences

22. Assignment Sheet #22--Write Given Verbs in Sentences

23. Assignment Sheet #23--Complete a Verb Crossword Puzzle

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Brockhuizer, Richard J. *Graphic Communications.* Bloomington, Illinois: McKnight Publishing Company, 1973.

B. Clements, Irene, with Judy Coffey and Linda Nielson. *Home and Community Services.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

C. Henderson, Charles W., and Bob Patton. *General Construction Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

D. Henderson, Charles W., with Bob Patton and Margaret Spann. *General Mechanical Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

E. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

F. Warriner, John E., and Sheila Laws Graham. *English Grammar and Composition.* Second Course. New York: Harcourt Brace Jovanovich Inc., 1977.

VERBS
UNIT III

INFORMATION SHEET

I. Terms and definitions

A. Subject--Noun or pronoun the sentence is talking about

B. Sentence--Group of words containing a subject and verb and expressing a complete thought

C. Verb--Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

II. Action verb--Verb that shows action (Assignment Sheets #1 and #2; Transparency #1)

EXAMPLES: *Run, walk, jump, think*

Joe *paid* the fee for his license.

(NOTE: The action may include physical [visible] or mental [invisible] action.)

III. Linking verb--Verb that helps to make a statement by linking the subject to a noun, pronoun, or adjective that follows (Assignment Sheets #3 and #4; Transparency #2)

is
am
are
was
were
be
being
been
seem
appear
look
become
grow
taste
feel
smell
sound
remain
stay

(NOTE: Linking verbs are sometimes called "sense" verbs.)

IV. Helping verb--Verb that helps main verb make a statement (Assignment Sheets #5 and #6; Transparency #3)

is
am
are
was
were
be
been
being
shall
will
can
may
should
would
could
might
must
do
did
does
have
has
had

(NOTE: Some words in the list may also be used as linking verbs. Helping verbs are used with an action verb. Just remember that whether used as helping or linking verbs, they are *always* verbs.)

EXAMPLE: Joe was running home.
running = action verb
was = helping verb

INFORMATION SHEET

V. Compound verbs (Assignment Sheets #7 and #8)

A. Two or more main verbs in one sentence

EXAMPLE: Connie *applied* for and *got* the job.

B. May be joined by commas and/or a conjunction

(NOTE: Conjunctions are parts of speech that join words or groups of words in a sentence. The coordinating conjunctions are *and, but, or, for, nor,* and *yet.*)

EXAMPLES: Carole *cut, sewed,* and *finished* the dress in one afternoon.
Sue *bought* and *changed* spark plugs.

VI. Principal parts of verbs

A. Infinitive--Base part of the verb; the root

EXAMPLES: *Walk, follow, see*

B. Present participle--Shows continuing action

EXAMPLES: *Walking, following, seeing*

C. Past--Shows action already completed

EXAMPLES: *Walked, followed, saw*

D. Past participle--Used with *have, has,* or *had*

EXAMPLES: *Has walked, have followed, have seen*

VII. Principal parts of regular verbs--Formed according to certain rules (Transparency #4; Assignment Sheets #9-#11, and #15)

A. Infinitive--Base part of the verb; the root

B. Present participle--Add *ing* to infinitive

EXAMPLE: walk (infinitive) + *ing* = walking (present participle)
follow (infinitive) + *ing* = following (present participle)

C. Past--Add *ed* or *d* to infinitive

EXAMPLES: walk (infinitive) + *ed* = walked (past)
follow (infinitive) + *ed* = followed (past)

D. Past participle--Same as past; used with *have* or *has*

EXAMPLES: walked (past) + *has* or *have* =
has walked, have walked (past participle)
followed (past) + *has* or *have* =
has followed, have followed (past participle)

INFORMATION SHEET

VIII. Principal parts of irregular verbs--Formed without rules; forms must be studied (Transparencies #5-#8; Assignment Sheets #12-#15)

(NOTE: Study the following list.)

	Infinitive	**Present Participle**	**Past**	**Past Participle**
A.	begin	beginning	began	(have) begun
B.	blow	blowing	blew	(have) blown
C.	break	breaking	broke	(have) broken
D.	bring	bringing	brought	(have) brought
E.	choose	choosing	chose	(have) chosen
F.	come	coming	came	(have) come
G.	do	doing	did	(have) done
H.	dive	diving	dived	(have) dived
I.	drink	drinking	drank	(have) drunk
J.	drive	driving	drove	(have) driven
K.	eat	eating	ate	(have) eaten
L.	fall	falling	fell	(have) fallen
M.	freeze	freezing	froze	(have) frozen
N.	give	giving	gave	(have) given
O.	go	going	went	(have) gone
P.	know	knowing	knew	(have) known
Q.	ride	riding	rode	(have) ridden
R.	ring	ringing	rang	(have) rung
S.	rise	rising	rose	(have) risen
T.	run	running	ran	(have) run
U.	see	seeing	saw	(have) seen
V.	sing	singing	sang	(have) sung
W.	sit	sitting	sat	(have) sat
X.	speak	speaking	spoke	(have) spoken

INFORMATION SHEET

	Infinitive	Present Participle	Past	Past Participle
Y.	steal	stealing	stole	(have) stolen
Z.	swim	swimming	swam	(have) swum
AA.	take	taking	took	(have) taken
BB.	throw	throwing	threw	(have) thrown
CC.	wake	waking	woke	(have) woken
DD.	write	writing	wrote	(have) written

IX. Verb tense (Transparency #8)

(NOTE: *Tense* means *time*.)

A. Present tense--Happening right now; use infinitive form (Assignment Sheet #16)

(NOTE: When you are talking about *one* other person or thing, add *s* or *es* to the verb except with *I* and *you*.)

EXAMPLES: You walk home. He walk*s* home.
I go to school. She go*es* to school.

B. Past tense--Has already happened; use past form (Assignment Sheet #17)

EXAMPLES: We walk*ed* home. He walk*ed* home.

C. Future tense--Is going to happen; use infinitive with *will* (Assignment Sheets #18 and #19)

EXAMPLES: We *will walk* home later.
He *will walk* home tomorrow.

X. Part of speech (Assignment Sheets #20-#23)

A. The part of speech of a word is determined by the way the word is used in a sentence

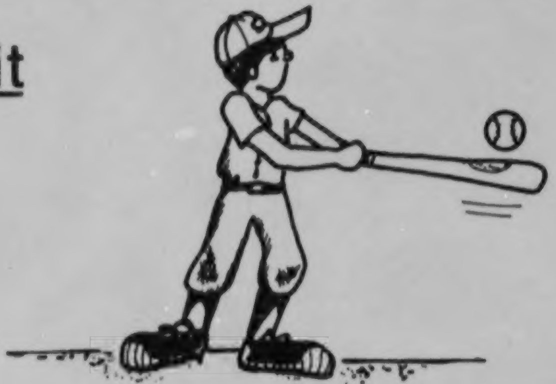
B. One word may be used as many different parts of speech

EXAMPLES: The *drain* was clogged. (noun)
Drain the oil from the car. (verb)
The *drained* vegetables cooked better than the others. (adjective)

Action Verbs

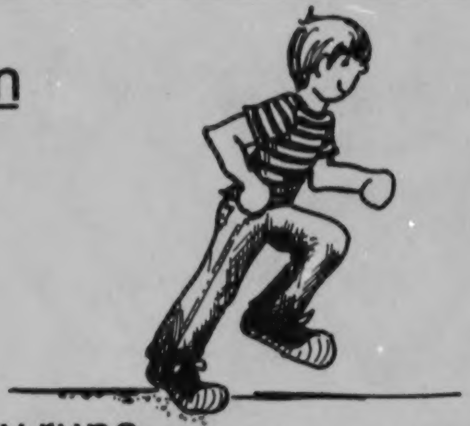
Action verbs show action.

hit



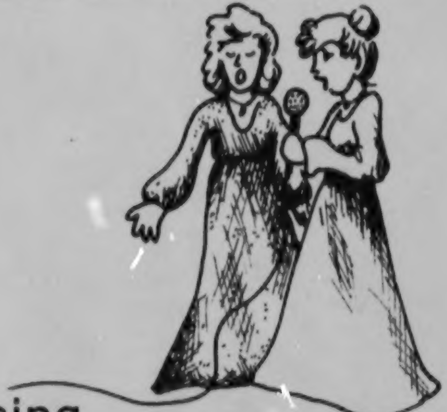
The batter hits the ball.

run



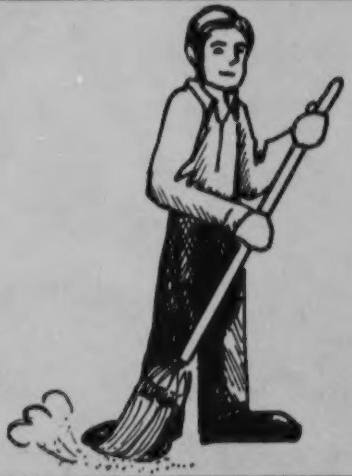
The boy runs.

sing



The girls sing.

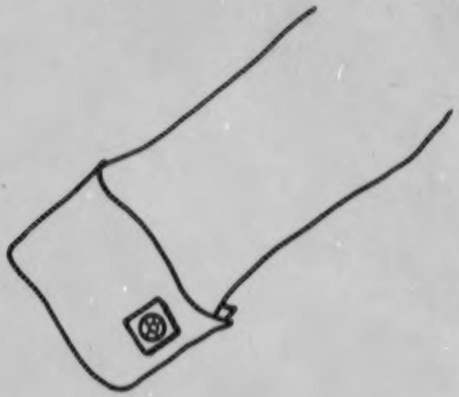
sweep



Father sweeps the floor.

Linking Verbs

Linking verbs help to make a statement by linking the subject to a noun, pronoun, or adjective that follows. They do not show action.



Cuff links link cuffs.
Linking verbs link parts of sentences.

I am mad.

Ronald Reagan is President.

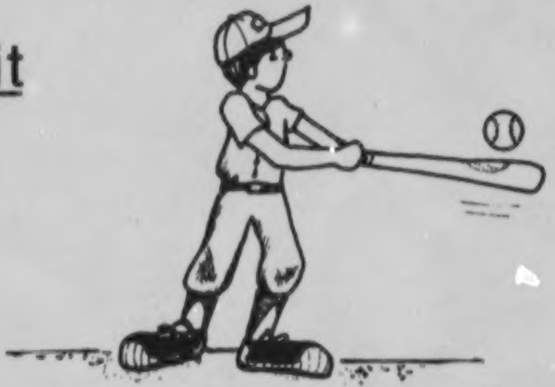
We are happy.

We will be happy.

Helping Verbs

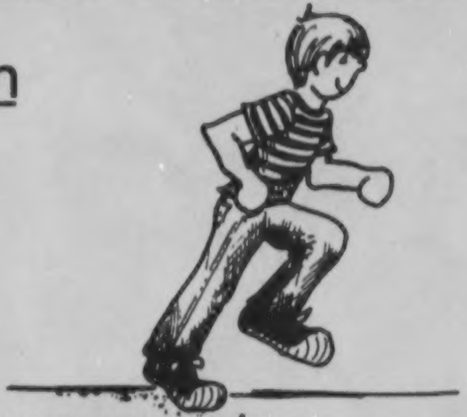
Helping verbs help action verbs show action.

hit



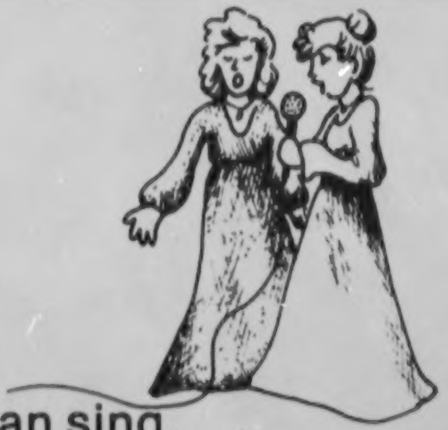
The batter is hitting the ball.

run



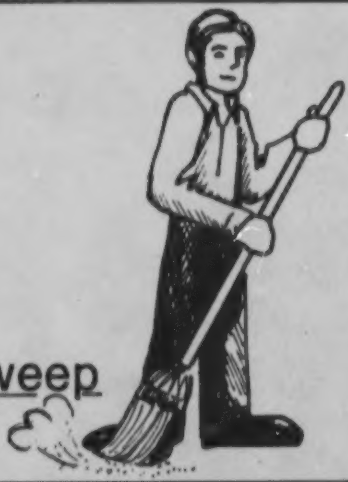
The boy was running.

sing



The girls can sing.

sweep



Father could sweep well.

Principal Parts of Regular Verbs

Infinitive	Present Participle	Past	Past Participle
walk (main verb)	walking (add-ing)	walked (add-ed)	(have) walked (use have or has with past)
clean	cleaning	cleaned	(have) cleaned
toast	toasting	toasted	(have) toasted
follow	following	followed	(have) followed
jump	jumping	jumped	(have) jumped
talk	talking	talked	(have) talked

Principal Parts of Irregular Verbs

No Rules — Irregular Verbs Must be Learned

Infinitive	Present Participle	Past	Past Participle
speak	speaking	spoke	(have) spoken
know	knowing	knew	(have) known
see	seeing	saw	(have) seen
eat	eating	ate	(have) eaten
go	going	went	(have) gone
do	doing	did	(have) done

Chart of Irregular Verbs Grouped by Patterns

Group	Present	Past	Past Participle
Group I Use the same form for present, past, and past participle.	cost	cost	(have) cost
	hit	hit	(have) hit
	hurt	hurt	(have) hurt
	put	put	(have) put
	set	set	(have) set
Group II Use the same form for past and past participle.	bring	brought	(have) brought
	catch	caught	(have) caught
	fight	fought	(have) fought
	get	got	(have) got or gotten
	lose	lost	(have) lost
	say	said	(have) said
	sit	sat	(have) sat
Group III Add -n or -en to the past to form the past participle.	beat	beat	(have) beaten
	break	broke	(have) broken
	choose	chose	(have) chosen
	freeze	froze	(have) frozen
	speak	spoke	(have) spoken

Chart of Irregular Verbs Grouped by Pattern

(Continued)

Group	Present	Past	Past Participle
Group IV i -- present a -- past u -- past participle	begin	began	(have) begun
	drink	drank	(have) drunk
	ring	rang	(have) rung
	sing	sang	(have) sung
	sink	sank	(have) sunk
	spring	sprang	(have) sprung
	swim	swam	(have) swum
Group V Make the past participle from the present form.	blow	blew	(have) blown
	come	came	(have) come
	do	did	(have) done
	drive	drove	(have) driven
	eat	ate	(have) eaten
	fall	fell	(have) fallen
	give	gave	(have) given
	go	went	(have) gone
	know	knew	(have) known
	ride	rode	(have) ridden
	run	ran	(have) run
	see	saw	(have) seen
	take	took	(have) taken
	write	wrote	(have) written

Principal Parts of Verbs Used for Tenses

Infinitive	Present Participle	Past	Past Participle
walk	walking	walked	(have) walked
see	seeing	saw	(have) seen

Present Tense

Use infinitive --
Add -s or -es when talking
about one other thing
(except with I and You).

Mary walks home.
I see you.

Past Tense

Use past form

She walked home.
I saw you.

Future Tense

Use infinitive
with will.

She will walk home.
I will see you.

TM #7

ENG I - 141-D

VERBS
UNIT III

ASSIGNMENT SHEET #1--SELECT ACTION VERBS

NAME ______________________________ SCORE ______________

An action verb is a word that shows action. The action may include physical (visible) or mental (invisible) action.

EXAMPLES: *walk, talk, think, laugh, sing*

PART I

Circle the action verb in each of the following sentences.

EXAMPLE: The instructor [✓ listened] carefully to the students.

A. The child hammers the nails into the wooden blocks.

B. The welder turns on the oxyacetylene unit.

C. The worker constructs forms.

D. He uses only clean steel for concrete.

E. She sets type for the local newspaper.

F. The worker leveled the ground for the sidewalk.

G. The welder began at the right end of the metal pieces.

H. Sam slowly moved the oxyacetylene torch.

I. The baby-sitter washed the stuffed animal toys.

J. Karen ate the spinach souffle' slowly.

K. Jane lifted the heavy boxes properly.

L. The plumber used black pipe for the air lines.

M. She chose brass pipes for traps and drains.

N. Kim lost her social security card.

O. The graphics teacher ordered more art.

P. Terry reamed a pipe in record time.

Q. Kathy cut the meat for her younger brothers.

ASSIGNMENT SHEET #1

R. Craig wound his sewing machine bobbin by hand.

S. The stitch length regulator controls the length of the stitch on a sewing machine.

T. Teresa changed the presser foot.

PART II

Circle the action verb in each of the following sentences.

EXAMPLE: The worker smoothed the plaster with a trowel.

A. Kevin named the principal parts of the sewing machine.

B. Mary earned 100% on her home economics test.

C. The teacher asked the class a question.

D. List two disadvantages of brazing.

E. Todd knew two types of arc welders.

F. Marsha identified five types of weld joints.

G. Sandy drew a picture of a vise.

H. Terry wrote five characteristics of a good paintbrush.

I. The instructor cleaned the machine.

J. The class oiled the sewing machines.

K. Carl opened the sewing machine correctly.

L. John used four types of electrodes.

M. The classes discussed four reasons for poor welds.

N. Listen carefully and closely to the directions.

O. Join the new safety club today.

P. Joe applied for a new job.

Q. Keep solvent away from heat.

R. Tami peeled the wallpaper off the wall.

S. Store the paintbrush in a clean place.

T. Kate bought a calcimine paintbrush.

VERBS
UNIT III

ASSIGNMENT SHEET #2--WRITE SENTENCES CONTAINING ACTION VERBS

NAME ______________________ SCORE ____________

Write sentences using each of the following words as the verb. Be sure to start each sentence with a capital and end it with a punctuation mark. You may add letters to the verb--*s, ing, es.* Use six or more words in each sentence.

EXAMPLE: *build* Todd enjoys building birdhouses for Christmas presents.

A. *write* ______________________

B. *print* ______________________

C. *build* ______________________

D. *weld* ______________________

E. *fix* ______________________

F. *watch* ______________________

G. *measure* ______________________

H. *call* ______________________

I. *talk* ______________________

J. *sing* ______________________

ASSIGNMENT SHEET #2

K. *read* ____________________

____

L. *light* ____________________

____

M. *like* ____________________

____

N. *cut* ____________________

____

O. *learn* ____________________

____

P. *use* ____________________

____

Q. *hammer* ____________________

____

R. *tack* ____________________

____

S. *break* ____________________

____

T. *move* ____________________

____

VERBS
UNIT III

ASSIGNMENT SHEET #3–SELECT LINKING VERBS

NAME ______________________________ SCORE ______________

Linking verbs are words that help to make a statement by linking the subject to the predicate. *Is, am, are, was, were, be, being, been* are always linking verbs. Look at your Information Sheet for other words that are sometimes linking verbs. There may be more than one linking verb in a sentence.

Circle the linking verbs in each of the following sentences.

EXAMPLE: Mr. Wever was a volunteer for the dance committee.

A. Stillwater is a city in Payne County.

B. Sarah will be a good baby-sitter.

C. Sue is an excellent welder.

D. Today is Monday.

E. Calcimine, stippling, and flat wall are types of paintbrushes.

F. Alligatoring, peeling, blistering, cracking, and scaling are painting defects.

G. The circuit protection devices were fusetron, fuse, and circuit breaker.

H. Outlets are electrical.

I. The wires were strong.

J. The resilient tile floor was freshly waxed.

K. The pie tasted too sweet.

L. The infant felt warm.

M. The food smelled wonderful.

N. The machine is electric.

O. I am well.

P. The day became cooler.

Q. The baby grew taller.

R. One drop of oil is enough.

ASSIGNMENT SHEET #3

S. A slot is a long narrow opening or groove.

T. Power is the electricity used to run an electric sewing machine.

U. She will be the shop assistant.

V. She will be your new boss.

W. The child was being good.

X. The motel room was very messy.

Y. Were you tired?

VERBS
UNIT III

ASSIGNMENT SHEET #4--WRITE SENTENCES CONTAINING LINKING VERBS

NAME ______________________ SCORE ____________

Use the following linking verbs in sentences. You may add another verb to some of these. Use six or more words in each sentence.

EXAMPLE: *was* He was a much better worker than I.

A. *am* ______________________

B. *is* ______________________

C. *are* ______________________

D. *was* ______________________

E. *were* ______________________

F. *be* ______________________

G. *being* ______________________

H. *was* ______________________

I. *become* ______________________

ASSIGNMENT SHEET #4

J. *grow* ______________________________

K. *taste* ______________________________

L. *feel* ______________________________

M. *smell* ______________________________

N. *sound* ______________________________

O. *remain* ______________________________

P. *stay* ______________________________

Q. *is* ______________________________

R. *was* ______________________________

S. *were* ______________________________

VERBS
UNIT III

ASSIGNMENT SHEET #5--SELECT HELPING VERBS

NAME ______________________________ SCORE ______________

Helping verbs help other verbs make a statement.

PART I

In the sentences below, there are verbs of more than one word. Circle *all* words that are part of the verb. Use your Information Sheet to help you find the helping verbs. Verbs may be separated by other words.

EXAMPLE: They have already eaten dinner.

A. The teacher was slowing the speed of the floor buffer.

B. Jason is holding the fabric with his fingers away from the path of the needle.

C. Everyone in the class was sitting at a sewing machine.

D. The machine was started slowly by pressing the knee lever.

E. The housekeeping aide was removing the wet floor signs.

F. The boys were identifying three types of welds.

G. The girls were discussing four reasons for poor welds.

H. You should wear your safety goggles.

I. A good welder will always keep the work area clean.

J. A good welder must not use worn or frayed cables.

K. A good welder shall wear a helmet.

L. A good welder shall also wear gloves.

M. Laura has named three types of resilient floor coverings.

N. All lines in a one-point perspective will meet at one point.

O. An artist may use many kinds of hand-lettering tools.

P. The newspaper artist will choose her own kind of lettering.

Q. Do use the contact printing frame.

R. The rating of any one portable appliance shall not exceed 50% of the branch circuit rating.

ASSIGNMENT SHEET #5

S. Needle-nose pliers are used in small areas.

T. A hacksaw and electric drill were needed.

PART II

Circle *each* verb in the sentences below.

EXAMPLE: We will not go to the movie.

A. In clothes closets, wall lights may be installed above the door.

B. All appliances must always be provided with a safety disconnect.

C. Clothes dryers in a mobile home may be connected with four-wire cord.

D. Circuits of more than 50 volts are needed.

E. You should set the stitch length regulator for eight stitches per inch.

F. Would you stop the machine?

G. You should have started the engine by now.

H. Has Phillip placed the thread on the spool pin?

I. Most bobbin winders will stop when they are full.

J. I can draw three inches of thread through the eye of the needle.

K. Should you hold the needle lightly?

L. The boss should not have told me about my money.

M. She has already tightened the pointer against the plate.

N. They could have won easily.

O. Did you clean the microwave oven?

P. The tuft was cut from the carpet.

Q. Fabric must be made shape-perfect.

R. Todd may have folded his fabric wrong.

S. The teacher will now evaluate the finished product.

T. Did you clean your work area?

VERBS
UNIT III

ASSIGNMENT SHEET #6--WRITE SENTENCES CONTAINING HELPING VERBS

NAME ______________________ SCORE __________

Write the following helping verbs in sentences. Do not forget to use an action verb with them. Start each sentence with a capital letter and end each sentence with a punctuation mark.

EXAMPLE: *may* May I help grandfather mow the lawn?

A. *must* ______________________

B. *will* ______________________

C. *can* ______________________

D. *may* ______________________

E. *should* ______________________

F. *would* ______________________

G. *could* ______________________

H. *might* ______________________

I. *was* ______________________

J. *were* ______________________

ASSIGNMENT SHEET #6

K. *be* ____________________________________

L. *been* ____________________________________

M. *is* ____________________________________

N. *am* ____________________________________

O. *do* ____________________________________

P. *did* ____________________________________

Q. *does* ____________________________________

R. *are* ____________________________________

S. *being* ____________________________________

T. *shall* ____________________________________

VERBS
UNIT III

ASSIGNMENT SHEET #7--SELECT COMPOUND VERBS IN GIVEN SENTENCES

NAME ______________________________ SCORE ______________

Compound verbs are two or more main verbs in one sentence.

PART I

Circle the compound verbs in the following sentences.

EXAMPLE: She laughed and cried at the news.

A. My classmates yelled and laughed at me.

B. Electricians study hard yet work for good money.

C. I cooked and cleaned today.

D. I played well but lost my game.

E. Road signs help or confuse drivers.

F. John built and raced a car.

G. Felix stretched and yawned during class.

H. My dog barked but ran toward the house.

I. Sally sewed, pressed, and hemmed her dress.

J. Soldiers fought and died during the battle.

K. Jeffrey can neither sing nor dance.

L. The small children played, skated, and slept.

M. We visited England and crossed famous bridges.

N. The cat will meow or scratch.

O. Rita swam, sunbathed, and played volleyball.

P. The students shouted and waved from the bus.

Q. I can type a letter or take shorthand.

R. The students hammered and nailed the boards.

S. The CVET class took the test and passed.

ASSIGNMENT SHEET #7

T. We dressed for dinner and talked about the show.

U. My car sputtered, shook, and stopped.

V. The candles flickered yet burned.

W. Jan wrote and then mailed the letters.

X. The editor checked and re-checked the copy.

Y. The hero frowned but waved to the crowd.

PART II

Write your own compound verbs in the blanks in the following sentences.

EXAMPLE: The young man put on his raincoat and got into the car.

A. Jack ______________ and ______________ at the show.

B. Lafonda ______________ or ______________ to her mother.

C. The children ______________ and ______________ on the playground.

D. The class ______________ or ______________ in shop.

E. The cookies in the jar ______________ and ______________ in the store.

F. The new shoes ______________, ______________, and ______________.

G. Workers ______________ or ______________ the concrete.

H. Everybody at the football game ______________ yet ______________.

I. Morrin ______________ and ______________ at school.

J. The old people ______________ yet ______________ in town.

VERBS
UNIT III

ASSIGNMENT SHEET #8--WRITE SENTENCES CONTAINING COMPOUND VERBS

NAME ______________________ SCORE __________

There are two or more main verbs in a sentence containing compound verbs.

PART I

Write a sentence using each of the following verbs. Each sentence should contain six or more words. Remember to begin each sentence with a capital letter, and end each with an end mark.

EXAMPLE: *typed and talked* The secretary typed, and talked on the telephone.

A. *laughed and sang* ______________________

B. *hammered, nailed, and sanded* ______________________

C. *measured and marked* ______________________

D. *will sing or dance* ______________________

E. *could dust and vacuum* ______________________

F. *has washed and dried* ______________________

G. *stop, look, and listen* ______________________

H. *can suntan and swim* ______________________

I. *run or ride* ______________________

ASSIGNMENT SHEET #8

J. *sit or stand* ____

____

PART II

Write sentences containing compound verbs. Try to relate your sentences to items discussed in a job interview. Underline compound verbs. Use at lease six words in each sentence.

EXAMPLE: The class listened to and understood the directions.

A. ____

____

B. ____

____

C. ____

____

D. ____

____

E. ____

____

F. ____

____

G. ____

____

H. ____

____

I. ____

____

J. ____

____

VERBS
UNIT III

ASSIGNMENT SHEET #9--NAME PRINCIPAL PARTS OF REGULAR VERBS

NAME ____________________ SCORE ____________

Regular verbs form their principal parts in the following manner:

Infinitive	Present Participle	Past	Past Participle
walk	walking (add *-ing* to infinitive)	walked (add *-ed* to infinitive)	have walked (add *have* to past)

(NOTE: The past pasticiple may also be used with *has*.)

Name the principal parts of the following regular verbs. The first one has been done for you.

	Infinitive	Present Participle	Past	Past Participle
A.	walk	walking	walked	(have) walked
B.	follow	____________	followed	(have) followed
C.	talk	talking	talked	____________
D.	____________	washing	washed	(have) washed
E.	date	dating	____________	____________
F.	attack	____________	____________	(have) attacked
G.	____________	supposing	supposed	____________
H.	____________	____________	drowned	(have) drowned
I.	use	using	____________	____________
J.	happen	____________	____________	(have) happened
K.	risk	____________	risked	(have) risked
L.	____________	asking	____________	(have) asked
M.	last	lasting	____________	____________
N.	track	____________	tracked	____________

ASSIGNMENT SHEET #9

	Infinitive	Present Participle	Past	Past Participle
O.	______	experiencing	experienced	______
P.	attempt	______	attempted	(have) attempted
Q.	rent	renting	______	______
R.	play	______	______	(have) played

VERBS
UNIT III

ASSIGNMENT SHEET #10--WRITE PRINCIPAL PARTS OF REGULAR VERBS

NAME ______________________________ SCORE ______________

Write the principal parts of the following regular verbs as directed in parentheses.

EXAMPLE: ___cooking___ *cook* (present participle)

A. ____________________ *walk* (past)

B. ____________________ *walk* (present participle)

C. ____________________ *walk* (past participle)

D. ____________________ *follow* (past participle)

E. ____________________ *follow* (past)

F. ____________________ *follow* (present participle)

G. ____________________ *ask* (past)

H. ____________________ *ask* (present participle)

I. ____________________ *ask* (past participle)

J. ____________________ *attack* (past participle)

K. ____________________ *attack* (present participle)

L. ____________________ *attack* (past)

M. ____________________ *weld* (past)

N. ____________________ *weld* (present participle)

O. ____________________ *weld* (past participle)

P. ____________________ *play* (past)

Q. ____________________ *play* (past participle)

R. ____________________ *play* (present participle)

S. ____________________ *use* (past)

T. ____________________ *use* (present participle)

VERBS
UNIT III

ASSIGNMENT SHEET #11--IDENTIFY PRINCIPAL PARTS OF REGULAR VERBS

NAME ______________________________ SCORE ______________

Write the form of the verbs in the following sentences. You may want to refer to Objective VI of the Information Sheet.

EXAMPLE: present participle I am writing a letter.

A. ____________________ Wrap sandwiches in wax paper.

B. ____________________ Clean all ashtrays.

C. ____________________ Mark cleaned the counter.

D. ____________________ The host has seated the guest.

E. ____________________ The hostess greeted guests promptly.

F. ____________________ A good waiter offers suggestions.

G. ____________________ A good waitress refills drinks.

H. ____________________ Floor machines use a buffing pad.

I. ____________________ Hang film in a dust-free area.

J. ____________________ Wash film in water.

K. ____________________ Debbi has loaded the film.

L. ____________________ David is taking the pictures.

M. ____________________ We have gone there before.

N. ____________________ Kelly prepared the metal for welding.

O. ____________________ Ken checked the bead and surface.

P. ____________________ Tim is welding.

Q. ____________________ Suzanne made a pad in the vertical position.

R. ____________________ Billy makes a good V-butt weld.

S. ____________________ Dixie named three advantages of an air-cooled engine.

T. ____________________ Bryan has completed an engine inspection chart.

VERBS
UNIT III

ASSIGNMENT SHEET #12--NAME PRINCIPAL PARTS OF IRREGULAR VERBS

NAME ______________________ SCORE ______________

Name principal parts of irregular verbs. You may want to refer to Objective VIII of your Information Sheet to complete the chart below. The first one has been done for you.

	Infinitive	Present Participle	Past	Past Participle
A.	write	writing	wrote	(have) written
B.	take	________	took	(have) taken
C.	freeze	freezing	froze	________
D.	ride	riding	________	(have) ridden
E.	do	________	did	________
F.	begin	beginning	________	________
G.	________	drinking	________	(have) drunk
H.	go	going	________	________
I.	________	breaking	broke	________
J.	________	________	brought	(have) brought
K.	eat	eating	________	________
L.	________	giving	________	(have) given
M.	drive	driving	________	________
N.	________	falling	________	(have) fallen
O.	________	seeing	saw	________
P.	take	________	________	(have) taken
Q.	speak	speaking	________	________
R.	know	________	________	(have) known
S.	________	ringing	________	(have) rung
T.	sit	sitting	________	________

VERBS
UNIT III

ASSIGNMENT SHEET #13--WRITE PRINCIPAL PARTS OF IRREGULAR VERBS

NAME ______________________________ SCORE ______________

Write the principal parts of the verbs below. You may use your Information Sheet to help you.

EXAMPLE: slept *sleep* (past)

A. ______________ *write* (past)

B. ______________ *take* (present participle)

C. ______________ *freeze* (past participle)

D. ______________ *write* (present participle)

E. ______________ *take* (past)

F. ______________ *freeze* (past)

G. ______________ *write* (past participle)

H. ______________ *take* (past participle)

I. ______________ *freeze* (present participle)

J. ______________ *do* (present participle)

K. ______________ *do* (past)

L. ______________ *go* (past)

M. ______________ *know* (past)

N. ______________ *know* (past participle)

O. ______________ *know* (present participle)

P. ______________ *eat* (past)

Q. ______________ *eat* (past participle)

R. ______________ *eat* (present participle)

S. ______________ *see* (past)

T. ______________ *see* (past participle)

VERBS
UNIT III

ASSIGNMENT SHEET #14--IDENTIFY PRINCIPAL PARTS OF IRREGULAR VERBS

NAME ______________________________ SCORE ______________

Write the form of the verbs in the following sentences. You may want to refer to Objective VIII of your Information Sheet.

EXAMPLE: past participle I have seen that movie.

A. ____________________ Class has begun.

B. ____________________ Luellen chose that assignment.

C. ____________________ The football team is eating in the cafeteria.

D. ____________________ The pipes have frozen.

E. ____________________ The boys rode into town.

F. ____________________ Frank drove the nails into the roof.

G. ____________________ The class brought new pencils to class.

H. ____________________ The construction crew began a new home.

I. ____________________ Denzel ran the machine well.

J. ____________________ We have rung the bell for the end of school.

K. ____________________ The class is sitting in silence.

L. ____________________ The principal spoke to the CVET class.

M. ____________________ The English class is writing letters.

N. ____________________ They have seen the completion of the project.

O. ____________________ The river froze.

P. ____________________ We have begun a new unit in math.

Q. ____________________ We have given to the Red Cross.

R. ____________________ The CVET class went on a field trip.

S. ____________________ No one saw that movie.

T. ____________________ The horses have drunk their fill.

VERBS
UNIT III

ASSIGNMENT SHEET #15--WRITE PRINCIPAL PARTS OF REGULAR AND IRREGULAR VERBS IN SENTENCES

NAME ______________________ SCORE __________

Write the principal parts of the following regular and irregular verbs in sentences. Use each verb as indicated in parentheses. Make each sentence at least six words long.

EXAMPLE: *go* (past participle) My parents had gone on a southern vacation.

A. *see* (past participle) ______________________

B. *know* (past participle) ______________________

C. *walk* (past) ______________________

D. *eat* (past participle) ______________________

E. *give* (present participle) ______________________

F. *sing* (past) ______________________

G. *clean* (present participle) ______________________

H. *write* (past) ______________________

I. *see* (past) ______________________

J. *eat* (past participle) ______________________

ASSIGNMENT SHEET #15

K. *do* (past participle)

L. *speak* (past)

M. *ring* (past participle)

N. *go* (past)

O. *follow* (present participle)

P. *do* (past)

Q. *clean* (present participle)

R. *cough* (past)

S. *build* (past participle)

T. *laugh* (past)

VERBS
UNIT III

ASSIGNMENT SHEET #16--WRITE SENTENCES CONTAINING PRESENT TENSE VERBS

NAME ______________________________ SCORE ________________

Present tense means that the action of the sentence is happening right now. The infinitive form of the verb is used to form the present tense. Add an *s* to the form when you are talking about someone else.

EXAMPLES: He walks. She walks. We walk. I walk.

PART I

Write the present form of the infinitive to complete each of the following sentences. The first one has been done for you.

A. (state) Todd states the simple rule for testing compression.

B. (run) The dog ____________________ home every evening.

C. (speak) The president ____________________ well.

D. (write) I ____________________ to all my pen pals.

E. (know) Michael ____________________ the answer.

F. (listen) You ____________________ to me.

G. (understand) The classes ____________________ the lesson.

H. (rotate) The machine ____________________ to raise and lower the valves.

I. (look) You ____________________ healthy.

J. (go) You ____________________ straight home.

PART II

Use the infinitive of the following verbs to write sentences in the present tense. Be sure to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: *take* I like to take a long walk after dinner.

A. *sew* ____

ASSIGNMENT SHEET #16

B. *talk* ____________________

____

C. *come* ____________________

____

D. *whisper* ____________________

____

E. *sit* ____________________

____

F. *speak* ____________________

____

G. *run* ____________________

____

H. *blow* ____________________

____

I. *kiss* ____________________

____

J. *build* ____________________

____

VERBS
UNIT III

ASSIGNMENT SHEET #17--WRITE SENTENCES CONTAINING PAST TENSE VERBS

NAME ____________________ SCORE ____________

PART I

Past tense means that the action of the sentence has already happened. The past form of the verb is used to form the past tense.

EXAMPLE: She *walked* home.

Write the past form of the infinitive to complete each sentence. The first one has been done for you.

A. (name) Jesse named. all of the vacuum cleaner parts.

B. (remove) Anne ____________ the air cleaner.

C. (sing) The chorus ____________ in the assembly.

D. (go) The CVET class ____________ on a field trip.

E. (smile) The instructor ____________ when we took our test.

F. (check) Larry ____________ the space between the filters.

G. (install) Mindy ____________ the crankshaft.

H. (know) The entire class ____________ the answers.

I. (bring) Everyone ____________ a pencil to class.

J. (come) No one ____________ late.

PART II

Use the past form of the following verbs to write sentences. Be sure to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: *hammer* I hammered all of the roofing nails in only one hour.

A. *fall* ____________________

ASSIGNMENT SHEET #17

B. *make* ______________________________

C. *give* ______________________________

D. *throw* ______________________________

E. *write* ______________________________

F. *listen* ______________________________

G. *run* ______________________________

H. *eat* ______________________________

I. *weld* ______________________________

J. *jump* ______________________________

VERBS
UNIT III

ASSIGNMENT SHEET #18--WRITE SENTENCES CONTAINING FUTURE TENSE VERBS

NAME ______________________ SCORE __________

PART I

The future tense means that the action of the sentence will happen in the future; it is going to happen. The future tense is formed by using the infinitive of the verb with the verb *will*.

EXAMPLE: (walk) I will walk to the corner store.

Write the future form of the infinitive to complete each sentence.

A. (install) Joan ______________ the base or sump with a gasket.

B. (demonstrate) The teacher ______________ the procedures for performing the jobs.

C. (clean) The mechanic ______________ the spark plugs.

D. (break) The glass ______________ in the strong wind.

E. (blow) The boy ______________ the candles out.

F. (wipe) The waiter ______________ the table.

G. (call) The teacher ______________ on the student.

H. (ring) The bell ______________ in fifteen minutes.

I. (polish) The housekeeper ______________ the silver.

J. (make) The cook ______________ hamburgers.

PART II

Change each of the following verbs to the future tense and use each in a sentence. Be sure to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: *freeze* The plants will freeze if we do not cover them.

A. *know* ______________________________

ASSIGNMENT SHEET #18

B. *build* ____

____

C. *come* ____

____

D. *buy* ____

____

E. *wash* ____

____

F. *talk* ____

____

G. *follow* ____

____

H. *clean* ____

____

I. *cook* ____

____

J. *work* ____

____

VERBS
UNIT III

ASSIGNMENT SHEET #19--NAME VERB TENSE

NAME ______________________________ SCORE ______________

Write the tense of each underlined verb in the space provided.

EXAMPLES: ____past____ Jeff walked home.
____present____ Joe sees his shadow.
____future____ Tami will finish her project.

A. ____________ The cook washed his hands thoroughly.
B. ____________ He preheated the griddle.
C. ____________ He will make pancakes.
D. ____________ He hopes for the best.
E. ____________ Chili goes with hot dogs.
F. ____________ The waitress chopped the onions.
G. ____________ Onions make her cry.
H. ____________ She will chop them anyway.
I. ____________ Mr. Kenny and Mr. Moore eat there every day.
J. ____________ They ate hamburgers yesterday.
K. ____________ Today they will eat hot dogs.
L. ____________ The cook makes good hot dogs.
M. ____________ He also makes delicious steaks.
N. ____________ Mr. Kenny and Mr. Moore eat steak sometimes.
O. ____________ The waitress will get the coffee.
P. ____________ The coffee is hot.
Q. ____________ The cups are clean.
R. ____________ Mr. Kenny and Mr. Moore are hungry.
S. ____________ They will eat soon.
T. ____________ They will pay for their food.

VERBS
UNIT III

ASSIGNMENT SHEET #20--CHOOSE SENTENCES CONTAINING UNDERLINED VERBS

NAME ______________________________ SCORE ______________

The part of speech of a word is determined by the way the word is used in a sentence.

Write an "X" before each sentence in which the underlined part of speech is a verb.

______A. Running has become a popular sport.
______B. She was running for class president.

______C. Susan began painting the house.
______D. The artist sold his beautiful painting.

______E. Clean behind the refrigerator.
______F. The clean laundry smelled fresh.

______G. We drove to Silver Dollar City.
______H. A drove of cattle crossed the prairie.

______I. The drain was clogged.
______J. Drain the oil from the car.

______K. The park swings were all broken.
______L. She swings in the park every day.

______M. Long political talks bore me.
______N. He talks so fast that my ears get tired.

______O. The drill bit is too dull.
______P. The dog bit the child.

______Q. Birds fly south in the winter.
______R. The fly buzzed around the light.

______S. I own one hundred books.
______T. This is my own room.

______U. Hand me that tool, please.
______V. I need that hand tool.

______W. What type do you want?
______X. I can type 55 words a minute.

______Y. I hammer roofing nails quickly.
______Z. This is the wrong hammer for the job.

VERBS
UNIT III

ASSIGNMENT SHEET #21--IDENTIFY VERBS IN SENTENCES

NAME ______________________________ SCORE ______________

Circle each verb in the following sentences. Circle all three kinds of verbs--action, helping, and linking. The number at the end of the sentence tells you how many words you should circle.

EXAMPLE: I will not help you with your work. (2)

PART I

A. Did I cut evenly and accurately? (2)

B. Combine all dry ingredients. (1)

C. Carolyn will measure the milk. (2)

D. Jack is a CVET student. (1)

E. You should shake nonfat dry milk. (2)

F. Today you will be making nonfat dry milk. (3)

G. Yesterday you should have made banana pudding. (3)

H. I am waiting for my boss. (2)

I. He is always very late. (1)

J. Do not overtighten the fixture. (2)

K. Identify ten symbols in a wiring diagram. (1)

L. Name the three classifications of branch circuits. (1)

M. There are many vacuum attachments. (1)

N. The teacher is setting up the demonstration. (2)

O. What type attachment should be used for upholstery? (3)

P. What is the number of branch circuits required? (2)

Q. Draw a wiring diagram. (1)

R. Name four reasons for using motor mounts. (1)

S. Tammy is a home economics student. (1)

T. She is hoping for a prize. (2)

ASSIGNMENT SHEET #21

PART II

Circle each verb in the following sentences.

EXAMPLE: I must clean the coils on the refrigerator.

A. Horsepower rating must be the same or not more than one size larger.

B. Protective gloves prevent the spread of disease.

C. The concrete was too heavy for one person.

D. Dust is an enemy to a motor.

E. Carl could name four types of cleaning solvents.

F. Stephen pressed the shirt.

G. Terry welded.

H. Where is the cleaning cloth?

I. Anne made a V-butt weld in the flat position.

J. Pat could start, stop, and restart an arc.

K. The classes bought tools and equipment.

L. You must damp clean light fixtures.

M. You must have a measuring cup, measuring spoon, double boiler, wooden spoon, and a large bowl.

N. Please measure the cocoa and put it in a double boiler.

O. Elaine was a short order cook.

P. She could make delicious hamburgers.

Q. She enjoyed her work.

R. Her husband Ray worked as a waiter.

S. He served the customers cheerfully and promptly.

T. They had a very profitable business.

VERBS
UNIT III

ASSIGNMENT SHEET #22--WRITE GIVEN VERBS IN SENTENCES

NAME ______________________________ SCORE ________________

PART I

Every sentence must contain a verb. Write a verb to complete each of the following sentences.

EXAMPLE: The tractor plowed even furrows in the field.

A. His teacher ________________ him how to sew.

B. Marsha ________________ around the track.

C. Terry ________________ the pieces together.

D. My teacher ________________ Ms. Henry.

E. My favorite class ________________ CVET.

F. His best friend ________________ a photographer.

G. Blueprints ________________ to be accurate.

H. The crew ________________ the house rapidly.

I. The sun ________________ brightly on the men.

J. Ronnie ________________ to work outside.

K. The farm ________________ beautiful.

L. The sandwiches ________________ delicious.

M. Penny ________________ a hairdresser.

N. A dog ________________ the boy home.

O. No one ________________ to go home.

ASSIGNMENT SHEET #22

PART II

Write your own sentences using each of the following words as verbs. You may add endings such as *d*, *ed*, *ing*, or *s* if you wish. Be sure to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: *hammer* My sister hammered all day and used at least a pound of nails on her tree house.

A. *saw* ____________

B. *have gone* ____________

C. *has* ____________

D. *walked* ____________

E. *taught* ____________

F. *built* ____________

G. *was* ____________

H. *will be* ____________

I. *followed* ____________

J. *sleep* ____________

ASSIGNMENT SHEET #22

K. *won* ____________________

____

L. *said* ____________________

____

M. *played* ____________________

____

N. *move* ____________________

____

O. *work* ____________________

____

P. *whistle* ____________________

____

Q. *hammered* ____________________

____

R. *scored* ____________________

____

S. *listen* ____________________

____

T. *read* ____________________

____

VERBS
UNIT III

ASSIGNMENT SHEET #23--COMPLETE A VERB CROSSWORD PUZZLE

NAME ____________________ SCORE __________

Complete the following crossword puzzle. Fill in the squares with the correct verbs from each of the following clue sentences. The first one has been done for you.

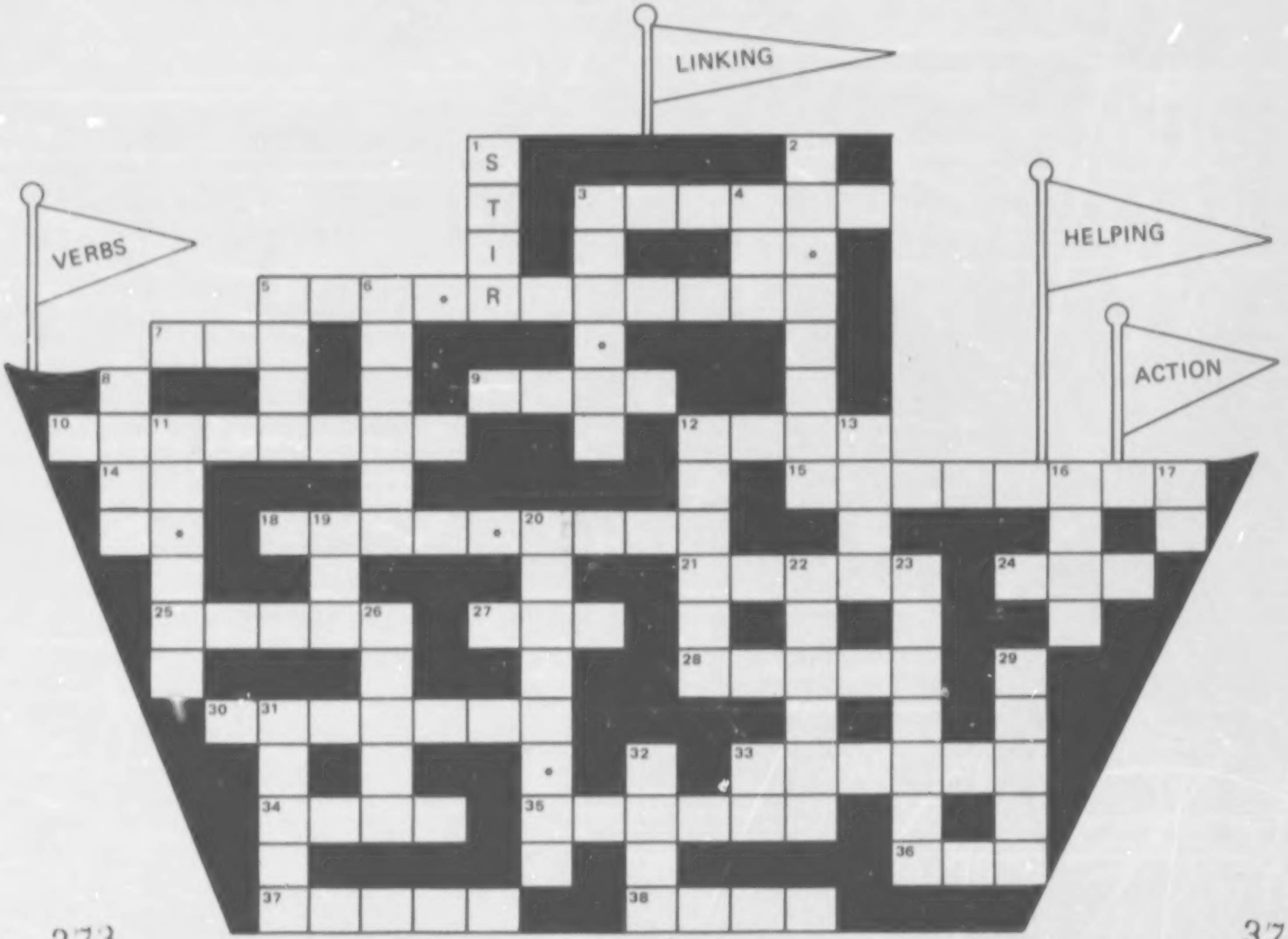
ACROSS

3. I always choose the right answer.
5. Was she running for president?
7. Who are they?
9. My family rode through the Painted Desert.
10. I'm painting the walls next.
12. The students went on a field trip.
14. Who is it?
15. The horse galloped across the field.
18. I must call my family tomorrow.
21. A football kicker kicks field goals.
24. A mosquito bit my leg.
25. I oiled the motor.
27. Put oil on the chain.
28. She drove a nail into the board.
30. The housekeeper cleaned the motel room.
33. She beeped the horn in warning.
34. Sing a lullaby to the baby.
35. Howard boiled the water.
36. I did it!
37. Sammy saves string.
38. Suzie sets her hair on tin-can rollers.

DOWN

1. Please stir the soup.
2. Is she going to the hospital's housekeeping department?
3. They can do any task.
4. I own a new typewriter.
5. She went home early.
6. The monkey swings by its tail.
8. Wait for me!
11. Bingo is won by chance.
12. They walked over ten miles in one day.
13. Talk to me.
16. He paid the bill promptly.
17. Do the dishes quickly.
19. Use only one-half cup of detergent.
20. That could be a very good sign.
22. The rooster crowed at 5:30 each morning.
23. He stepped on a nail.
26. Drain spaghetti before serving it.
29. The teacher aided the student.
31. Mike always loses his pencil.
32. The whole family sits on the porch in the evening.
33. Be quiet!

ASSIGNMENT SHEET #23


LINKING
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HELPING
ACTION
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VERBS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. hammers
B. turns
C. constructs
D. uses
E. sets
F. leveled
G. began
H. moved
I. washed
J. ate
K. lifted
L. used
M. chose
N. lost
O. ordered
P. reamed
Q. cut
R. wound
S. controls
T. changed

PART II

A. named
B. earned
C. asked
D. List
E. knew
F. identified
G. drew
H. wrote
I. cleaned
J. oiled
K. opened
L. used
M. discussed
N. listen
O. Join
P. applied
Q. Keep
R. peeled
S. store
T. bought

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

A. is
B. will be
C. is
D. is
E. are
F. are
G. were
H. are
I. were
J. was
K. tasted
L. felt
M. smelled
N. is
O. am
P. became
Q. grew
R. is
S. is
T. is
U. will be
V. will be
W. was being
X. was
Y. were

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. was slowing
B. is holding
C. was sitting
D. was started
E. was removing
F. were identifying
G. were discussing
H. should wear
I. will keep
J. must use
K. shall wear
L. shall wear
M. has named
N. will meet
O. may use
P. will choose
Q. do use
R. shall exceed
S. are used
T. were needed

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. may be installed
B. must be provided
C. may be connected
D. are needed
E. should set
F. Would stop
G. should have started
H. has placed
I. will stop
J. can draw
K. Should hold
L. should have told
M. has tightened
N. could have won
O. Did clean
P. was cut
Q. must be made
R. may have folded
S. will evaluate
T. Did clean

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7

A. yelled, laughed
B. study, work
C. cooked, cleaned
D. played, lost
E. help, confuse
F. built, raced
G. stretched, yawned
H. barked, ran
I. sewed, pressed, hemmed
J. fought, died
K. sing, dance
L. played, skated, slept
M. visited, crossed
N. meow, scratch
O. swam, sunbathed, played
P. shouted, waved
Q. can type, take
R. hammered, nailed
S. took, passed
T. dressed, talked
U. sputtered, shook, stopped
V. flickered, burned
W. wrote, mailed
X. checked, re-checked
Y. frowned, waved

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9

A. walked
B. following
C. (have) talked
D. wash
E. dated, (have) dated
F. attacking, attacked
G. suppose, (have) supposed
H. drown, drowning
I. used, (have) used
J. happening, happened
K. risking
L. ask, asked
M. lasted, (have) lasted
N. tracking, (have) tracked
O. experience, (have) experienced
P. attempting
Q. rented, (have) rented
R. playing, played

Assignment Sheet #10

A. walked
B. walking
C. (have) walked
D. (have) followed
E. followed
F. following
G. asked
H. asking
I. (have) asked
J. (have) attacked
K. attacking
L. attacked
M. welded
N. welding
O. (have) welded
P. played
Q. (have) played
R. playing
S. used
T. using

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #11

A. Infinitive
B. Infinitive
C. Past
D. Past participle
E. Past
F. Infinitive
G. Infinitive
H. Infinitive
I. Infinitive
J. Infinitive
K. Past participle
L. Present participle
M. Past participle
N. Past
O. Past
P. Present participle
Q. Past
R. Infinitive
S. Past
T. Past participle

Assignment Sheet #12

A. write
B. taking
C. (have) frozen
D. rode
E. doing, (have) done
F. began, (have) begun
G. drink, drank
H. went, (have) gone
I. break, (have) broken
J. bring, bringing
K. ate, (have) eaten
L. give, gave
M. drove, (have) driven
N. fall, fell
O. see, (have) seen
P. taking, took
Q. spoke, (have) spoken
R. knowing, knew
S. ring, rang
T. sat, (have) sat

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #13

A. wrote

B. taking

C. (have) frozen

D. writing

E. took

F. froze

G. (have) written

H. (have) taken

I. freezing

J. doing

K. did

L. went

M. knew

N. (have) known

O. knowing

P. ate

Q. (have) eaten

R. eating

S. saw

T. (have) seen

Assignment Sheet #14

A. Past participle

B. Past

C. Present participle

D. Past participle

E. Past

F. Past

G. Past

H. Past

I. Past

J. Past participle

K. Present participle

L. Past

M. Present participle

N. Past participle

O. Past

P. Past participle

Q. Past participle

R. Past

S. Past

T. Past participle

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #15

(NOTE: Sentences should contain the following verb forms.)

A. (have) seen

B. (have) known

C. walked

D. (have) eaten

E. giving

F. sang

G. cleaning

H. wrote

I. saw

J. (have) eaten

K. (have) done

L. spoke

M. (have) rung

N. went

O. following

P. did

Q. cleaning

R. coughed

S. (have) built

T. laughed

Assignment Sheet #16

PART I

A. states

B. runs

C. speaks

D. write

E. knows

F. listen

G. understand

H. rotates

I. look

J. go

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #17

PART I

A. named
B. removed
C. sang
D. went
E. smiled
F. checked
G. installed
H. knew
I. brought
J. came

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #18

PART I

A. will install
B. will demonstrate
C. will clean
D. will break
E. will blow
F. will wipe
G. will call
H. will ring
I. will polish
J. will make

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #19

A. Past
B. Past
C. Future
D. Present
E. Present
F. Past
G. Present
H. Future
I. Present
J. Past
K. Future
L. Present
M. Present
N. Present
O. Future
P. Present
Q. Present
R. Present
S. Future
T. Future

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #20--B, C, E, G, J, L, N, P, Q, S, U, X, Y

Assignment Sheet #21

PART I

A. did cut
B. Combine
C. will measure
D. is
E. should shake
F. will be making
G. should have made
H. am waiting
I. is
J. Do overtighten
K. Identify
L. Name
M. are
N. is setting
O. should be used
P. is required
Q. Draw
R. Name
S. is
T. is hoping

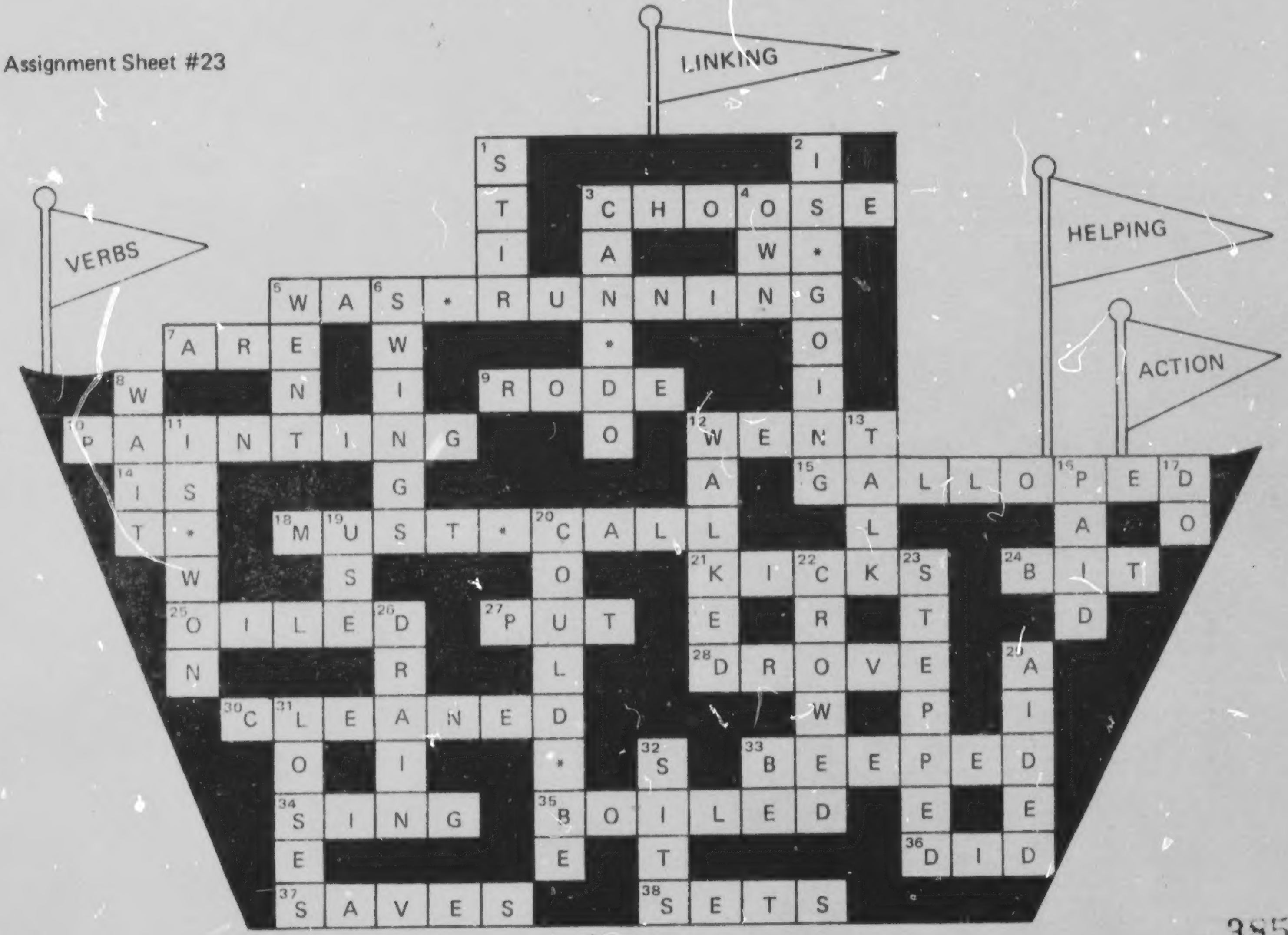
PART II

A. must be
B. prevent
C. was
D. is
E. could name
F. pressed
G. welded
H. is
I. made
J. could start, stop, restart
K. bought
L. must clean
M. must have
N. measure, put
O. was
P. could make
Q. enjoyed
R. worked
S. served
T. had

Assignment Sheet #22--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #23


VERBS
LINKING
HELPING
ACTION
1 STIR
2 IS*GOING
3 CHOOSE
3 CAN*DO
4 OWN
5 WAS*RUNNING
5 WENT
6 SWING
7 ARE
8 WAIT
9 RODE
10 PAINTING
11 IS*WON
12 WENT
12 WALKED
13 T
14 IS
15 GALLOPED
16 PAID
17 DO
18 MUST*CALL
19 US
20 COULD*BE
21 KICKS
22 CROW
23 STEPPED
24 BIT
25 OILED
26 DRAIN
27 PUT
28 DROVE
29 AIDED
30 CLEANED
31 LOSE
32 SITS
33 BEEPED
34 SING
34 SES
35 BOILED
35 BE
36 DID
37 SAVES
38 SETS

VERBS
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Group of words containing a subject and verb and expressing a complete thought	1. Subject
______b. Thing or person the sentence is talking about	2. Verb
______c. Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows	3. Sentence

2. Define *action verb*.

____

____

3. Define *linking verb*.

____

____

4. Define *helping verb*.

____

____

5. Define *compound verbs*.

____

____

6. Name the principal parts of verbs.

a. ____________________ c. ____________________

b. ____________________ d. ____________________

TEST

7. Write the principal parts of the following regular verbs.

	Infinitive	Present Participle	Past	Past Participle
a. *paint*				
b. *walk*				
c. *ask*				
d. *clean*				

8. Write the principal parts of the following irregular verbs.

	Infinitive	Present Participle	Past	Past Participle
a. *ride*				
b. *go*				
c. *eat*				
d. *choose*				

9. Match the three verb tenses to their correct descriptions.

_____a. Happening right now; use infinitive form	1. Past tense
_____b. Is going to happen; use infinitive with *will*	2. Future tense
_____c. Has already happened; use past form	3. Present tense

10. Choose sentences in which the underlined part of speech is a verb. Write an "X" in the blank before each sentence in which the underlined part of speech is a verb.

_____a. Talking is her favorite hobby.

_____b. No one was talking during the test.

_____c. The student is running the press.

_____d. Running has gained popularity.

_____e. These steps are very steep.

_____f. She steps so heavily that the floor shakes.

_____g. Raise the shades after the sun has gone down.

_____h. Yesterday my supervisor gave me a raise.

_____i. I peeled the apple.

_____j. The peeled apple looked delicious.

TEST

11. Write four sentences containing action verbs. Underline the action verb in each sentence. Use six or more words in each sentence.

    a. ____

    ____

    b. ____

    ____

    c. ____

    ____

    d. ____

    ____

12. Write four sentences containing linking verbs. Underline the linking verb in each sentence. Use six or more words in each sentence.

    a. ____

    ____

    b. ____

    ____

    c. ____

    ____

    d. ____

    ____

13. Write four sentences containing helping verbs. Underline the helping verb in each sentence. Use six or more words in each sentence.

    a. ____

    ____

    b. ____

    ____

    c. ____

    ____

    d. ____

    ____

TEST

14. Write four sentences containing compound verbs. Underline the compound verbs in each sentence. Use six or more words in each sentence.

a. ______________________________

b. ______________________________

c. ______________________________

d. ______________________________

15. Write principal parts of regular and irregular verbs in sentences. Underline the verb or verbs in each sentence. Use six or more words in each sentence.

a. *go* (past participle) ______________________________

b. *look* (present) ______________________________

c. *paint* (past) ______________________________

d. *do* (present participle) ______________________________

e. *run* (past) ______________________________

TEST

f. *hammer* (past) ____________________

g. *break* (present participle) ____________________

h. *write* (present participle) ____________________

i. *drink* (past) ____________________

j. *eat* (present) ____________________

16. Write sentences containing present tense verbs by using each of the following verbs in the present tense.

a. *make* ____________________

b. *sing* ____________________

c. *visit* ____________________

d. *count* ____________________

e. *stay* ____________________

TEST

17. Write sentences containing past tense verbs by using each of the following verbs in the past tense.

a. *build* ______________________________

____

b. *see* ______________________________

____

c. *know* ______________________________

____

d. *talk* ______________________________

____

e. *whisper* ______________________________

____

18. Write sentences containing future tense verbs by using each of the following verbs in the future tense.

a. *break* ______________________________

____

b. *follow* ______________________________

____

c. *name* ______________________________

____

d. *write* ______________________________

____

e. *mark* ______________________________

____

19. Write given verbs in sentences by using each of the following verbs.

a. *follow* ______________________________

____

TEST

b. *is* ____

____

c. *will be* ____

____

d. *saw* ____

____

e. *stopped* ____

____

f. *might build* ____

____

g. *could be finished* ____

____

h. *sang* ____

____

i. *am* ____

____

j. *walked* ____

____

VERBS
UNIT III

ANSWERS TO TEST

1. a. 3
   b. 1
   c. 2

2. Verb that shows action

3. Verb that helps to make a statement by linking the subject to a noun, pronoun, or adjective that follows

4. Verb that helps main verb make a statement

5. a. Two or more main verbs in one sentence
   b. May be joined by commas and/or a conjunction

6. a. Infinitive
   b. Present participle
   c. Past
   d. Past participle

7. a. paint, painting, painted, (have) painted
   b. walk, walking, walked, (have) walked
   c. ask, asking, asked, (have) asked
   d. clean, cleaning, cleaned, (have) cleaned

8. a. ride, riding, rode, (have) ridden
   b. go, going, went, (have) gone
   c. eat, eating, ate, (have) eaten
   d. choose, choosing, chose, (have) chosen

9. a. 3
   b. 2
   c. 1

ANSWERS TO TEST

10. b, c, f, g, i
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor
16. Evaluated to the satisfaction of the instructor
17. Evaluated to the satisfaction of the instructor
18. Evaluated to the satisfaction of the instructor
19. Evaluated to the satisfaction of the instructor

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to define coordinating and correlative conjunctions, and interjections. The student should also be able to write conjunctions in sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Define coordinating conjunction.
3. Define correlative conjunction.
4. Define interjection.
5. Select coordinating conjunctions in sentences.
6. Write coordinating conjunctions to complete sentences.
7. Combine sentences by using coordinating conjunctions.
8. Write sentences containing coordinating conjunctions.
9. Select correlative conjunctions in sentences.
10. Write correlative conjunctions to complete sentences.
11. Write sentences containing correlative conjunctions.
12. Select interjections in sentences.
13. Write sentences containing interjections.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Make transparency.
- B. Provide students with objective sheet.
- C. Provide students with information and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Point out the different meanings of the conjunctions so that students will know when to use each.
- G. Supplement assignment sheets with additional assignments from any basic language texts. Some students may need much practice.
- H. Bring to class comic books or newspaper comic strips. Have students find interjections. Discuss the faddishness, or slang usage, of some interjections. Give students examples of some old-fashioned interjections and ask them to compile a list of "modern" interjections.

  EXAMPLES: Zounds! Egad! Alas! Woe!

- I. Give test.
- J. Reteach if necessary.

II. Instructional materials

- A. Objective sheet
- B. Suggested activities
- C. Information sheet
- D. Transparency master: TM #1--Conjunctions
- E. Assignment sheets
  1. Assignment Sheet #1--Select Coordinating Conjunctions in Sentences
  2. Assignment Sheet #2--Write Coordinating Conjunctions to Complete Sentences

SUGGESTED ACTIVITIES

3. Assignment Sheet #3--Combine Sentences by Using Coordinating Conjunctions
4. Assignment Sheet #4--Write Sentences Containing Coordinating Conjunctions
5. Assignment Sheet #5--Select Correlative Conjunctions in Sentences
6. Assignment Sheet #6--Write Correlative Conjunctions to Complete Sentences
7. Assignment Sheet #7--Write Sentences Containing Correlative Conjunctions
8. Assignment Sheet #8--Select Interjections in Sentences
9. Assignment Sheet #9--Write Sentences Containing Interjections

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Broekhuizen, Richard J. *Graphic Communications.* Bloomington, Illinois: McKnight Publishing Company, 1973.

B. Clements, Irene, Judy Coffey, and Linda Nielson. *Home and Community Services.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

C. Henderson, Charles W., and Bob Patton. *General Construction Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/ Curriculum and Instructional Materials Center, 1972.

D. Henderson, Charles W., Bob Patton, and Margaret Spann. *General Mechanical Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

E. Warriner, John E., and Sheila Laws Graham. *English Grammar and Composition*, Second Course. New York: Harcourt Brace Jovanovich, Inc., 1977.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

INFORMATION SHEET

I. Terms and definitions

- A. Function--What something is used for
- B. Ellipsis--Three dots (. . .) used to show that certain words have been left out
- C. Expresses--Shows
- D. Emotion--Feeling
- E. Related--Connected
- F. Grammatical--According to the rules of the language
- G. Conjunction--Part of speech that joins words or groups of words

II. Coordinating conjunction--Word which joins words or groups of words (Assignment Sheets #1-#4; Transparency #1)

EXAMPLES: *and, but, or, for, nor, yet*

Tom *and* Sue worked well together. (joins words)

The boy in the back *and* the girl in the front are related. (joins groups of words)

(NOTE: When each of the groups of words being joined can stand alone as a sentence, place a comma before the coordinating conjunction.)

EXAMPLE: Jill swept the floor, and John vacuumed the carpet.

III. Correlative conjunction--Pair of words that joins words or groups of words; always found in pairs with other words dividing them (Assignment Sheets #5-#7; Transparency #1)

EXAMPLES: *either . . . or*
neither . . . nor
both . . . and
not only . . . but also

Either Marsha *or* Carol will finish. (joins words)

Either Jack will help build the roof *or* the roof will not be ready in time. (joins groups of words)

INFORMATION SHEET

IV. Interjection--Word or group of words which expresses emotion (Assignment Sheets #8-#9)

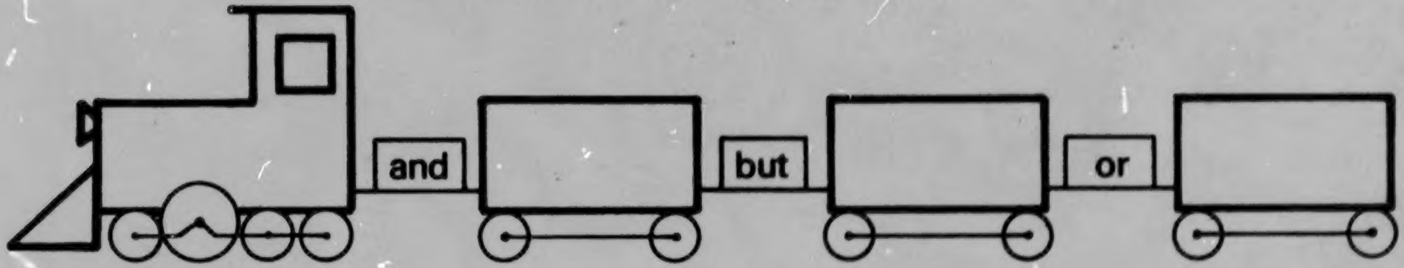
EXAMPLES: *Yeah*! We finished!
Oh, no! We lost.

(NOTE: Interjections have no grammatical relation to other words in the sentence. Exclamation marks follow interjections. No matter how strong the exclamation, never use more than one exclamation mark.)

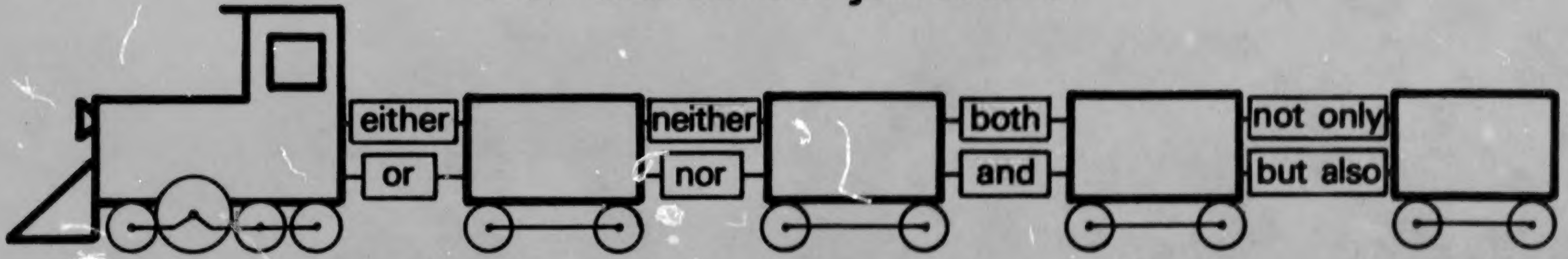
Conjunctions

The function of a conjunction is to join words or groups of words.

Coordinating Conjunctions



Correlative Conjunctions


either
or
neither
nor
both
and
not only
but also

TM #1

ENG I - 219-D

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #1--SELECT COORDINATING CONJUNCTIONS IN SENTENCES

NAME ______________________________ SCORE ____________

Coordinating conjunctions are words which join words or groups of words.

EXAMPLES: *and, but, or, for, nor, yet*

Circle each coordinating conjunction in the following sentences.

A. Commercial cleaning services include hotels and hospitals.

B. There are several "Do's and Don'ts" for patient contact.

C. Betty demonstrated the ability to stock a supply cart and make a mitered corner.

D. Todd knew the meaning of *aseptic*, but he had trouble with *microorganism*.

E. The hospital housekeeping aide greeted the patient with a smile, but left the room when the doctor entered.

F. Tina needs a counter brush or a dust mop to finish the job.

G. Clyde or Carrie set the type for the paper.

H. The teacher or the student cleaned the messy room.

I. Bobby and Tim left their homework at home.

J. Lisa brought her material to class, but Jo forgot hers.

K. The class voted to go on a field trip, yet they could not decide where to go.

L. The weather was rainy, yet the game was held anyway.

M. Place cloths that contain solvent and ink in metal safety cans.

N. Pride and neatness are qualities of a good leader.

O. The high school basketball team won the state tournament, but the baseball team lost.

P. The Corvette won the first race, but the Datsun 280ZX won the second.

Q. The boys or the girls will decorate the gym.

R. The operators placed calls and took messages.

S. Jack stacked pine, fir, and redwood.

T. Terry stacked maple, birch, and walnut.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #2--WRITE COORDINATING CONJUNCTIONS TO COMPLETE SENTENCES

NAME ____________________________________ SCORE ________________

Write a correct coordinating conjunction in each sentence below. Use at least 4 different coordinating conjunctions.

PART I

EXAMPLE: Lori washed ____________________ dried the dishes.

A. Good lumber has strength ____________________ durability.

B. Kate measured the lumber ____________________ sold it by board feet.

C. The teacher tested the students ____________________ watched them work.

D. Mark used lag screws ____________________ round head screws.

E. Pete used machine bolts ____________________ stove bolts.

F. The CVET class laid concrete steps ____________________ cut rafters.

G. Jeff used a plain washer ____________________ needed a common lock washer.

H. Mr. Dower ordered hexagon, square, ____________________ wing nuts.

I. Miss Thomas needed strap hinges ____________________ T-hinges.

J. The rain came, ____________________ no one left the picnic.

K. Go up the hill ____________________ past the pond.

L. I told a funny joke, ____________________ nobody laughed.

M. Washing ____________________ drying go hand in hand.

N. Use a sponge ____________________ a damp cloth to clean the sink.

O. Never use gasoline ____________________ lighter fluid to clean tools.

P. Mom ____________________ Dad built an addition on our house.

Q. Please wash these clothes, ____________________ don't put them in the dryer.

R. He spoke well in the debate ____________________ won an award.

S. All you need is a pencil ____________________ a notebook.

T. These apples are ripe ____________________ sour.

ASSIGNMENT SHEET #2

PART II

Draw a circle around each conjunction, and then underline the word or groups of words it joins.

EXAMPLE: Do you study in school or at home?

A. This dress material is thin but strong.

B. The engine now runs smoothly and quietly.

C. You and I are taking carpentry courses.

D. Never use gasoline or naphtha near an open flame.

E. The air was cold, but the water was warm.

F. The new driver started and stopped jerkily.

G. The railroad tracks go over a bridge and through a tunnel.

H. I left my package in the store or on the train.

I. The work is hard, but the pay is good.

J. Snow and sleet caused many traffic accidents.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #3--COMBINE SENTENCES BY USING COORDINATING CONJUNCTIONS

NAME ______________________________ SCORE ______________

Use the correct coordinating conjunction to write the following pairs of sentences as one sentence. You may want to omit some words. Do not forget to put a comma before the conjunction in sentences where each group of joined words can stand alone.

The coordinating conjunctions are *and, but, or, for, nor,* and *yet.*

EXAMPLE: Jeff bought a dog. He also bought a cat.

Jeff bought a dog *and* a cat.

A. Goggles protect the eyes. Goggles protect the face.

____

____

B. Lower the shank. Raise the bit cutting point against the wheel.

____

____

C. The teacher wanted the students to study. They all did not study.

____

____

D. Use a hacksaw to replace a hammer handle. Use a twist drill to replace a hammer handle.

____

____

E. Make a thin wooden wedge. Drive it tightly into the cut.

____

____

F. Regular vacuuming makes a carpet last longer. Shampooing a carpet too often can ruin its fibers.

____

____

ASSIGNMENT SHEET #3

G. Wash stemware before glassware. Wash glassware before pots and pans.

____

____

H. Sort clothing into groups of like colors and fabrics. Wash clothing according to care label.

____

____

I. Dampen 100% cotton shirts before ironing. Never dampen silk shirts.

____

____

J. Soak heavily soiled pots and pans. Do not soak wooden dishes or wooden-handled utensils.

____

____

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #4--WRITE SENTENCES CONTAINING COORDINATING CONJUNCTIONS

NAME ______________________ SCORE __________

Write sentences using each coordinating conjunction listed below. Do not forget to put a comma before the conjunction in sentences where each group of joined words can stand alone.

EXAMPLE: *but* ______________________

A. *and* ______________________

B. *or* ______________________

C. *but* ______________________

D. *nor* ______________________

E. *yet* ______________________

F. *or* ______________________

G. *for* ______________________

H. *but* ______________________

I. *and* ______________________

J. *or* ______________________

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #5--SELECT CORRELATIVE CONJUNCTIONS IN SENTENCES

NAME ______________________________ SCORE ______________

Correlative conjunctions are words that join words or groups of words. They are always found in pairs.

EXAMPLES: *either . . . or*

neither . . . nor

both . . . and

not only . . . but also

Circle the correlative conjunctions in the following sentences.

EXAMPLE: Neither Jean nor Harold knew how to polish the silver.

A. Michael used not only cabinet hinges but also strap hinges.

B. The Coopers chose either a gable roof or a hip roof.

C. Both the Browns and the Copelands helped the class.

D. Neither a flat roof nor a gable roof will look good.

E. Jane measured both the length and the width of the rafter.

F. I need either a brace table or an Essex table.

G. Mr. Stempson not only removed the filter element cover but also the filter element.

H. Mr. Tyson installed both the filter element and the cover.

I. Neither Mr. Stempson nor Mr. Tyson did the job alone.

J. Either Joe or Jon will have to help us.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #6--WRITE CORRELATIVE CONJUNCTIONS TO COMPLETE SENTENCES

NAME______________________________ SCORE ______________

Write the correct correlative conjunctions in the sentences below. Use at least 3 different pairs.

The correlative conjunctions are *either . . . or, neither . . . nor, both . . . and,* and *not only . . . but also.*

EXAMPLE: ______________ the dog ______________ the cat need to be fed.

A. Esther used ______________ a standard screwdriver ______________ a Phillips screwdriver.

B. ______________ Ellen ______________ Candy helped with the prom.

C. ______________ Frank ______________ Vicki built the house.

D. ______________ Michael ______________ Todd sang at the reception.

E. ______________ Janie ______________ Carolyn checked spark plugs for proper operation.

F. Mr. Townson cleaned his tools ______________ for safety ______________ for good workmanship.

G. ______________ you will go ______________ I will go.

H. ______________ Mary ______________ John stayed after school.

I. ______________ birds ______________ fish make good pets.

J. Our class will furnish ______________ the cake ______________ the punch.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #7--WRITE SENTENCES CONTAINING CORRELATIVE CONJUNCTIONS

NAME ______________________________ SCORE ______________

Write sentences using each of the following pairs of correlative conjunctions.

EXAMPLE: *neither . . . nor* ______________________________

A. *either . . . or* ______________________________

____

B. *neither . . . nor* ______________________________

____

C. *both . . . and* ______________________________

____

D. *not only . . . but also* ______________________________

____

E. *either . . . or* ______________________________

____

F. *both . . . and* ______________________________

____

G. *neither . . . nor* ______________________________

____

H. *not only . . . but also* ______________________________

____

I. *either . . . or* ______________________________

____

J. *both . . . and* ______________________________

____

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #8--SELECT INTERJECTIONS IN SENTENCES

NAME________________________________ SCORE ______________

An interjection is a word or group of words which expresses emotion and which is not grammatically related to other words in the sentence.

EXAMPLE: *Yeah!* We finished.

Circle the interjections in the following sentences.

(NOTE: Remember that interjections are followed by an exclamation mark.)

A. Ouch! I cut my finger.

B. Oh, no! We lost the game.

C. Careful! The child ran into the road.

D. No! You may not go.

E. Wow! We finished.

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ASSIGNMENT SHEET #9--WRITE SENTENCES CONTAINING INTERJECTIONS

NAME ______________________ SCORE ____________

Write sentences using each of the following interjections. Remember that interjections are followed by exclamation marks. Be sure to capitalize and punctuate your sentences correctly.

A. Yeah ______________________

B. Help ______________________

C. Look ______________________

D. Oh, no ______________________

E. Hurrah ______________________

F. Super ______________________

G. Yippee ______________________

H. Ouch ______________________

I. Whew ______________________

J. Hey ______________________

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. and
B. and
C. and
D. but
E. but
F. or
G. or
H. or
I. and
J. but
K. yet
L. yet
M. and
N. and
O. but
P. but
Q. or
R. and
S. and
T. and

Assignment Sheet #2

PART I--Evaluated to the satisfaction of the instructor

PART II

A. thin *but* strong
B. smoothly *and* quietly
C. You *and* I
D. gasoline *or* naphtha
E. The air was cold, *but* the water was warm
F. started *and* stopped
G. over a bridge *and* through a tunnel
H. in the store *or* on the train
I. The work is hard, *but* the pay is good
J. Snow *and* sleet

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. not only, but also

B. either, or

C. Both, and

D. Neither, nor

E. both, and

F. either, or

G. not only, but also

H. both, and

I. Neither, nor

J. Either, or

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

A. Ouch

B. Oh, no

C. Careful

D. No

E. Wow

Assignment Sheet #9--Evaluated to the satisfaction of the instuctor

CONJUNCTIONS AND INTERJECTIONS
UNIT IV

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Feeling

_____b. Three dots (. . .) used to show that certain words have been left out

_____c. What something is used for

_____d. Shows

_____e. Connected

_____f. According to the rules of the language

_____g. Part of speech that joins words or groups of words

1. Function
2. Ellipsis
3. Expresses
4. Emotion
5. Related
6. Conjunction
7. Grammatical

2. Define coordinating conjunction. ____

____

3. Define correlative conjunction. ____

____

4. Define interjection. ____

____

5. Select coordinating conjunctions in sentences. Circle the coordinating conjunctions in the following sentences.

   a. They worked very hard, for they were industrious students.

   b. Pride and neatness are qualities of a good leader.

   c. The hospital housekeeping aide greeted the patient with a smile but left the room when the doctor entered.

   d. The teacher or the student cleaned the messy room.

   e. The weather was rainy, yet the game was held anyway.

TEST

6. Write coordinating conjunctions to complete sentences. Write a correct coordinating conjunction in each of the following sentences.

   a. Good roofing material has strength ________________ durability.

   b. Kate used a plain washer ________________ needed a common lock washer.

7. Combine sentences by using coordinating conjunctions. Write each of the following pairs of sentences as one sentence by using coordinating conjunctions. You may want to omit some words.

   a. Goggles protect eyes. Goggles protect faces.

   ____

   b. They went to the party. They didn't enjoy themselves.

   ____

   c. He cleaned the oven. She cleaned the refrigerator.

   ____

   d. Jane could ride her bike. Jane could walk to school.

   ____

8. Write sentences containing coordinating conjunctions. Write a sentence using each of the following coordinating conjunctions.

   a. *and* ____

   ____

   b. *but* ____

   ____

   c. *or* ____

   ____

9. Select correlative conjunctions in sentences. Circle the correlative conjunctions in the following sentences.

   a. Joshua used not only cabinet hinges but also strap hinges.

   b. The Walkers chose either a Ford or a Chevrolet.

   c. Neither Mr. Lohmann nor Mr. Miller did the job alone.

   d. Mr. Murphy installed both the filter element and the cover.

   e. Neither a formal dress nor a tailored dress will look well.

TEST

10. Write correlative conjuctions to complete sentences. Write correct correlative conjunctions in each of the following sentences.

    a. ________________ Ellen ________________ Candy helped with the prom.

    b. Our class will furnish ________________ the decorations ________________ the punch.

11. Write sentences containing each pair of the following correlative conjunctions.

    a. *not only . . . but also* ____

    ____

    b. *either . . . or* ____

    ____

12. Select interjections in sentences. Circle the interjections in the following sentences.

    a. Gee! I'd love to go to the circus.

    b. Ouch! I cut my finger.

    c. Oh, no! The child ran into the road.

13. Write sentences containing the following interjections.

    a. *gosh* ____

    ____

    b. *help* ____

    ____

CONJUNCTONS AND INTERJECTIONS
UNIT IV

ANSWERS TO TEST

1. a. 4
   b. 2
   c. 1
   d. 3
   e. 5
   f. 7
   g. 6

2. Word which joins words or groups of words

3. Pair of words that joins words or groups of words; always found in pairs with other words dividing them

4. Word or group of words which expresses emotion

5. a. for
   b. and
   c. but
   d. or
   e. yet

6. Evaluated to the satisfaction of the instructor

7. a. Goggles protect eyes *and* faces.
   b. They went to the party, *but* they didn't enjoy themselves.
   c. He cleaned the oven, *and* she cleaned the refrigerator.
   d. Jane could ride her bike *or* walk to school.

8. Evaluated to the satisfaction of the instructor

9. a. not only . . . but also
   b. either . . . or
   c. Neither . . . nor
   d. both . . . and
   e. Neither . . . nor

ANSWERS TO TEST

10. a. Neither, nor
    b. either, or
11. Evaluated to the satisfaction of the instructor
12. a. Gee
    b. Ouch
    c. Oh, no
13. Evaluated to the satisfaction of the instructor

PREPOSITIONS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to identify prepositions and prepositional phrases and write them correctly in sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Identify prepositions.
3. Identify prepositional phrases.
4. Choose the correct pronoun in prepositional phrases.
5. Write prepositional phrases in sentences.
6. Write correct pronouns in prepositional phrases in sentences.

PREPOSITIONS
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Make transparencies.

  B. Provide students with objective sheet.

  C. Provide students with information and assignment sheets.

  D. Discuss information and assignment sheets.

  E. In preparation for Objective IV and Assignment Sheets #4 and #5, review pronouns and objective case in Unit II.

  F. Provide additional assignments from any basic language books for those students who need extra work.

  G. Play "Preposition Charades": Choose a preposition that can be demonstrated such as *beside, around, near*, and so forth. Give a preposition to a student to act out. Other students try to guess the preposition.

  H. Give test.

  I. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency Masters

    1. TM #1--Prepositions

    2. TM #2--Prepositions (Continued)

    3. TM #3--Prepositions (Continued)

  E. Assignment sheets

    1. Assignment Sheet #1--Identify Prepositions

    2. Assignment Sheet #2--Identify Prepositional Phrases

SUGGESTED ACTIVITIES

3. Assignment Sheet #3--Write Prepositional Phrases in Sentences
4. Assignment Sheet #4--Choose the Correct Pronoun in Prepositional Phrases
5. Assignment Sheet #5--Write Correct Pronouns in Prepositional Phrases in Sentences
6. Assignment Sheet #6--Complete a Preposition Crossword Puzzle
7. Assignment Sheet #7--Complete a "Gambling Squares" Preposition Grid

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Clements, Irene, with Judy Coffey and Linda Nielson. *Home and Community Services*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

B. Henderson, Charles W., and Bob Patton. *General Construction Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

C. Henderson, Charles W., with Bob Patton and Margaret Spann. *General Mechanical Trades.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1973.

D. Warriner, John C., and Sheila Laws Graham. *English Grammar and Composition,* Second Course. New York: Harcourt Brace Jovanovich, Inc., 1977.

PREPOSITIONS
UNIT V

INFORMATION SHEET

I. Terms and definitions

A. Relationship--Connection

B. Noun--Part of speech that names a person, place, thing, or idea

C. Idea--Something one thinks, knows, imagines, or feels

D. Pronoun--Part of speech that takes the place of a noun

E. Sentence--Group of words containing a subject and verb and expressing a complete thought

II. Preposition--Part of speech used to show the relationship of a noun or pronoun to some other word in the sentence (Transparencies #1-#3; Assignment Sheets #1, #6, and #7)

EXAMPLES:

aboard
about
above
across
after
against
along
amid
among
around
at
before
behind
below
beneath
beside
between
beyond
but (except)
by
down
during
except
for
from
in
into
like
near
of
off
on
over
past
since
through
throughout
to
toward
under
underneath
until
unto
up
upon
with
within
without

(NOTE: *But* is a preposition when it means the same thing as *except*.)

III. Prepositional phrase--Group of words beginning with a preposition and ending with a noun or pronoun called an object (Transparencies #1-#3; Assignment Sheets #2 and #3)

(NOTE: The object in a prepositional phrase answers the question *what?* about the preposition.)

EXAMPLES: Mountains rise beyond the wall.
beyond the wall = prepositional phrase
beyond = preposition
wall = object (beyond *what?* beyond wall)

The joggers ran past the school.
past the school = prepositional phrase
past = preposition
school = object (past *what?* past school)

INFORMATION SHEET

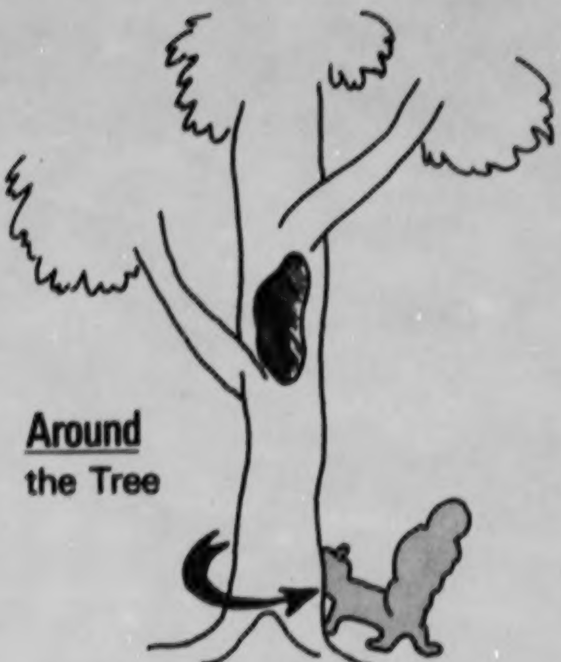
The thief hid in the house.
in the house = prepositional phrase
in = preposition
house = object (in *what?* in house)

IV. Pronouns in prepositional phrases--Must be objective case pronouns (Assignment Sheets #4 and #5)

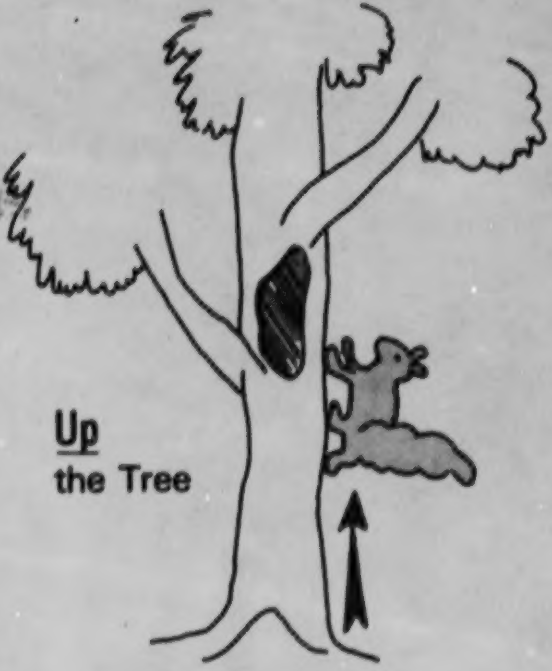
EXAMPLES: *Me, you, it, her, him, us, them, whom, what*

Give the plans *to me*. (*me* object of preposition *to*)

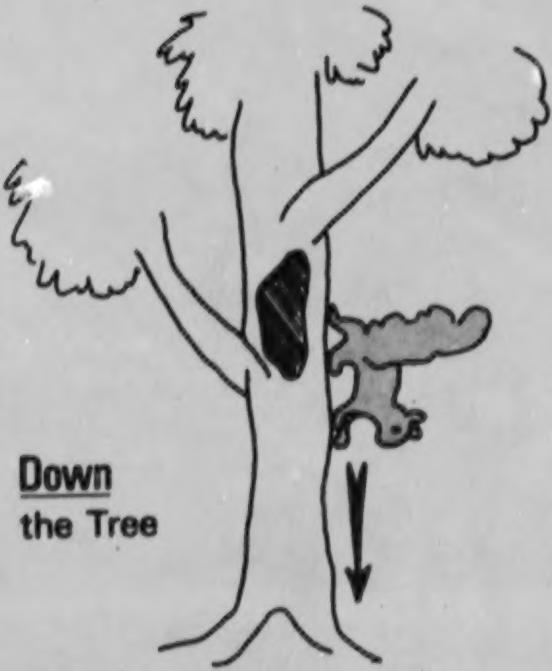
Prepositions



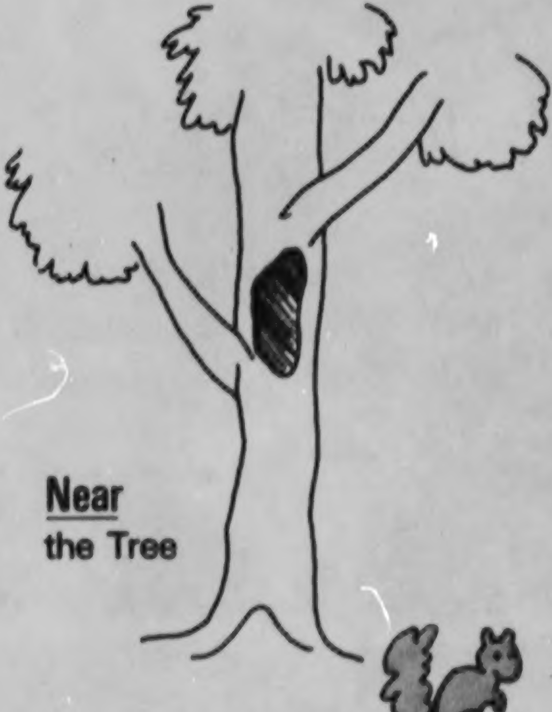
Around
the Tree



Up
the Tree



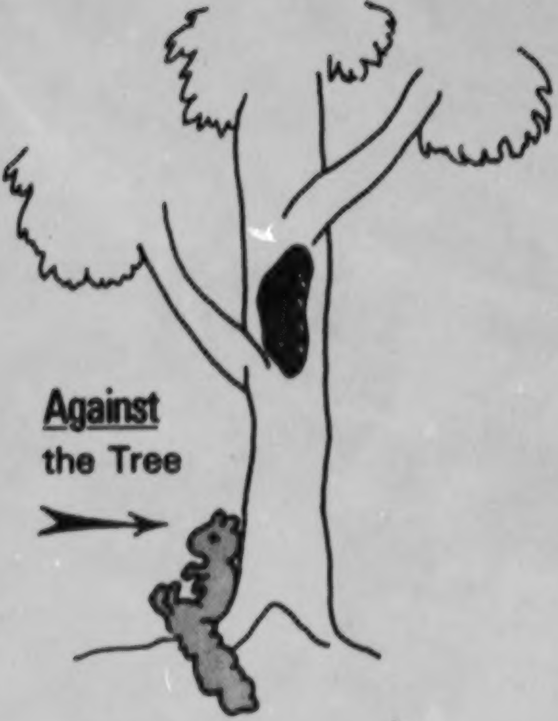
Down
the Tree

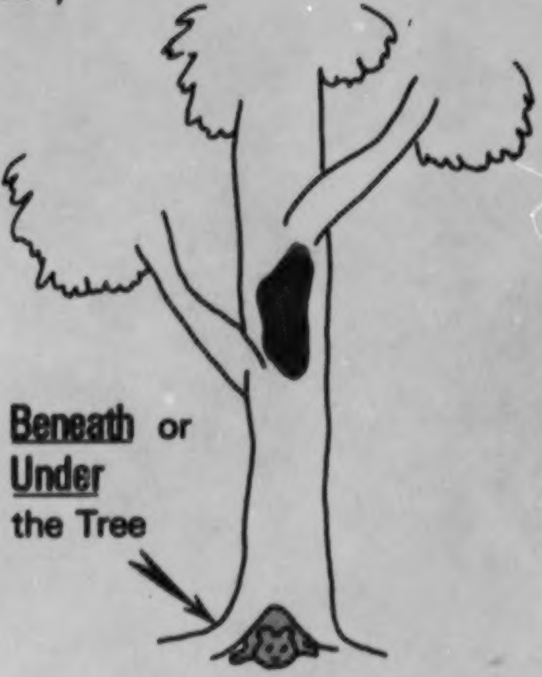


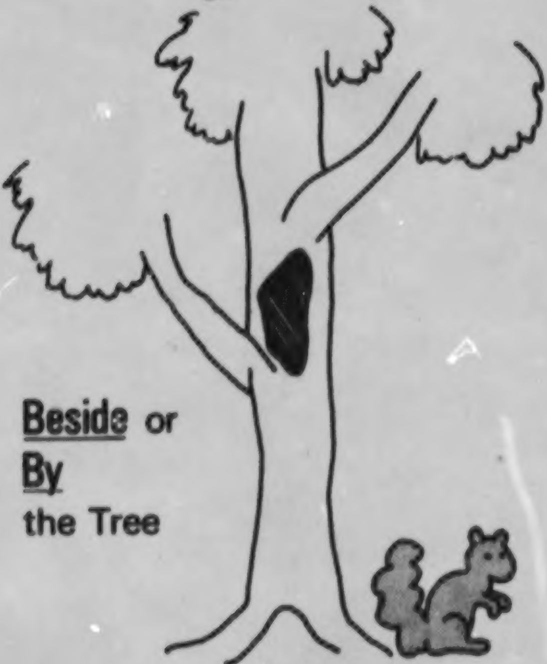
Near
the Tree

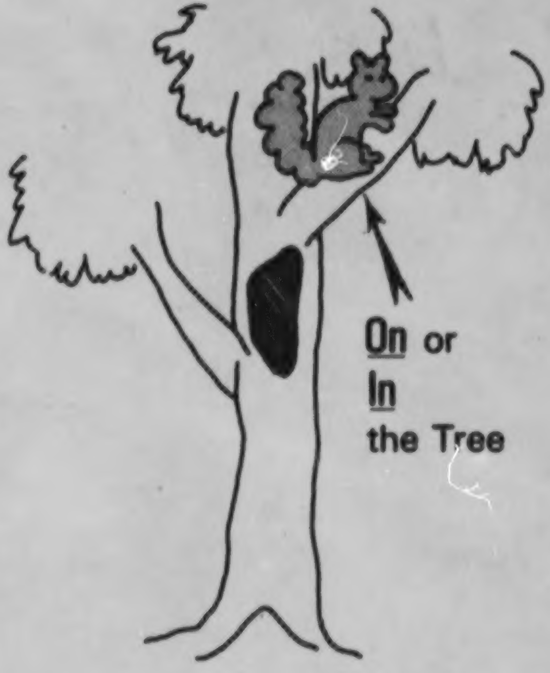
Prepositions

(Continued)


Against
the Tree

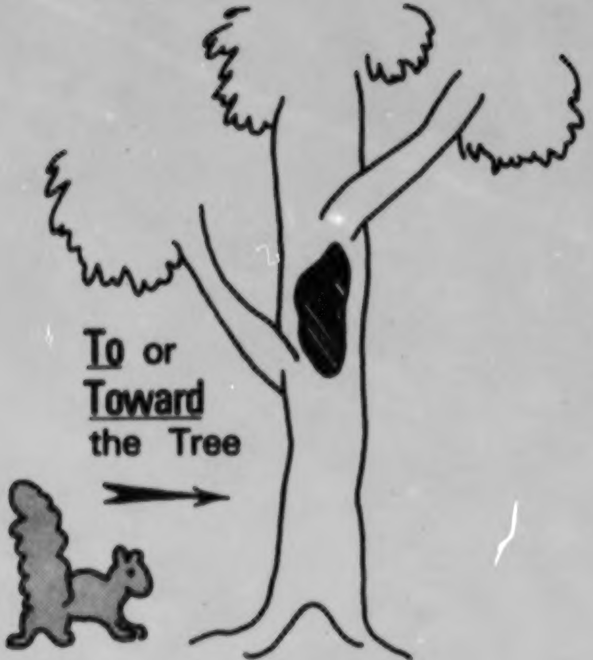

Beneath or
Under
the Tree


Beside or
By
the Tree

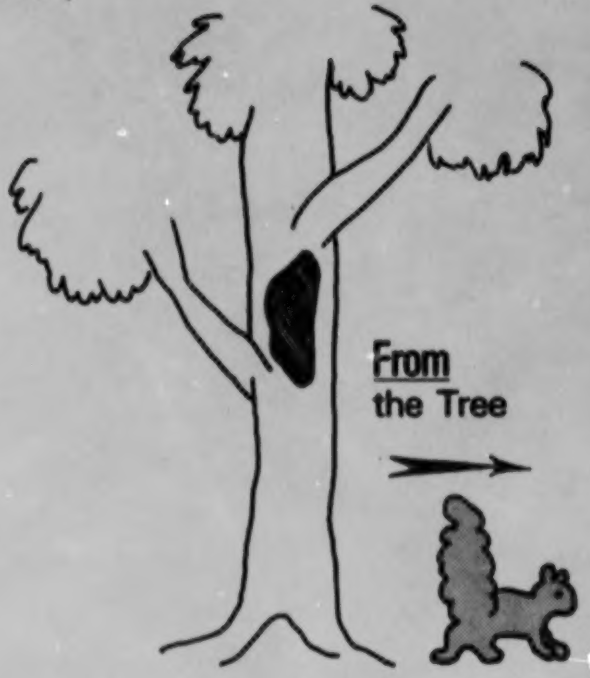

On or
In
the Tree

Prepositions

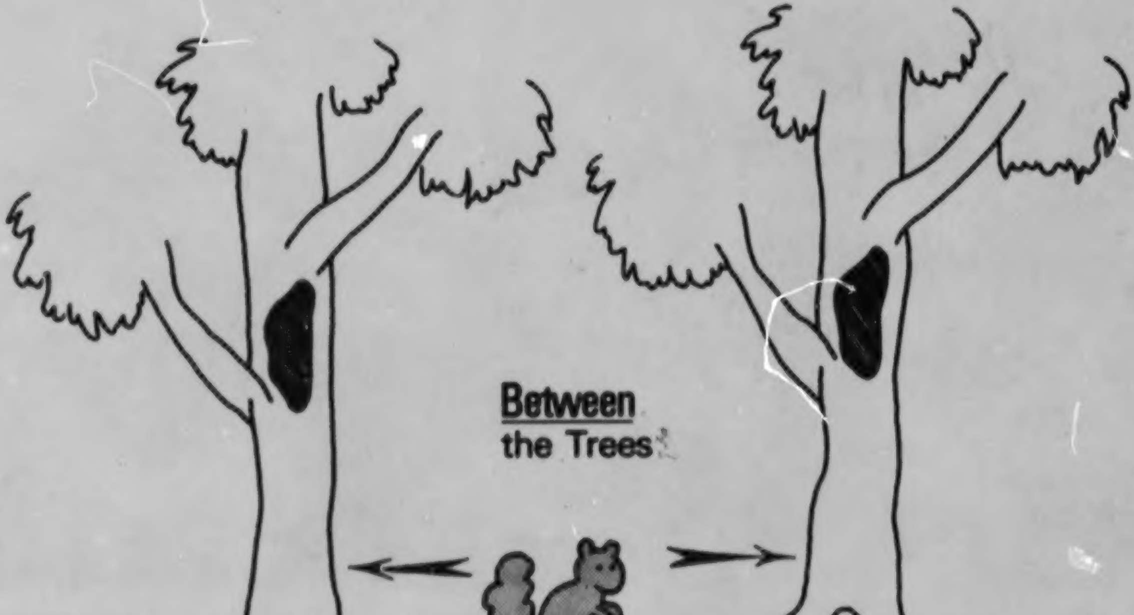
(Continued)



To or **Toward** the Tree



From the Tree



Between the Trees

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #1--IDENTIFY PREPOSITIONS

NAME ______________________ SCORE ______________

A preposition is a part of speech used to show the relationship of a noun or pronoun to some other word in the sentence.

Circle the one preposition in each sentence below. You may refer to your Information Sheet.

EXAMPLE: Listen to directions carefully so that you will remember them.

PART I

A. One pint is made of two cups.

B. One quart is made of two pints.

C. One pound of sugar equals two and one-quarter cups.

D. One pound of flour equals four cups.

E. Mix flour in a large bowl.

F. Bake cheesy onion burger buns in a hot oven.

G. Cook cheesy onion burger buns on wire racks.

H. Drop chocolate chip cookie dough on a lightly greased cookie sheet.

I. How many cans of chili will be needed?

J. How many batches of chocolate chip cookies will be needed?

K. The class went to the lake.

L. They ate a picnic lunch on blankets.

M. Some students rode in canoes or rowboats.

N. Some students fished off a pier.

O. These students caught plenty of fish.

P. The class stayed until ten o'clock.

Q. They drove home in the dark.

R. Everyone in the class was tired.

S. The next day they met at school.

T. They talked about their trip.

ASSIGNMENT SHEET #1

PART II

Circle each preposition in the following sentences. The number after each sentence tells you how many prepositions are in each sentence.

EXAMPLE: They went to California and stayed at a hotel on the seashore. (3)

A. Wage is the price paid for the use of labor. (2)

B. Economy is the structure of production, distribution, and consumption of goods and services in a country. (3)

C. Part-time jobs for teenagers include baby-sitting. (1)

D. You can watch where your money goes if you keep a record of income. (1)

E. One important use of money is for payment of work. (3)

F. There are several different types of credit plans. (1)

G. A schedule is a list of things you expect to do. (1)

H. Seasonal tasks are done at certain periods of the year. (2)

I. A task is an assigned piece of work. (1)

J. A vacuum cleaner cleans by creating suction. (1)

PART III

Circle each preposition in the following sentences.

A. There are three types of carpenter's levels.

B. Each student should be able to read a ruler when given a drawing of the ruler.

C. The teacher helped the students as they moved about the room.

D. The man looked worried as he walked into the shop.

E. He was worried about the motor inside his car.

F. He talked to the mechanic and asked him for help.

G. The mechanic crawled beneath the car and looked at the bottom of the car.

H. The mechanic found the problem and promised that the car would be repaired in two weeks.

I. The man was happy that the mechanic had found the problem under the car.

J. The man returned to the repair shop in two weeks.

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #2–IDENTIFY PREPOSITIONAL PHRASES

NAME ______________________________ SCORE ____________________

A prepositional phrase is a group of words beginning with a preposition and ending with a noun or pronoun called an object. The object answers the question *what?* about the preposition.

EXAMPLES: The woman walked into the store
into the store = prepositional phrase
into = preposition
store = object (into *what?* into store)

The car was fixed on time.
on time = prepositional phrase
on = preposition
time = object (on *what?* on time)

There are three types of carpenter's levels.
of carpenter's levels = prepositional phrase
of = preposition
levels = object (of *what?* of levels)

PART I

Circle the entire prepositional phrase in each of the following sentences. There is one phrase in each sentence.

EXAMPLE: He searched everywhere for his wallet.

A. Circle the entire prepositional phrase in the following sentences.

B. There is one phrase in each sentence.

C. A zig-zag rule is a type of measuring tool.

D. Count size divisions to the last whole inch.

E. Using the drawing, calculate the distance between zero and ten.

F. Measuring with a ruler helps a worker make exact measurements.

G. Find the distance between the following letters.

H. The blueprint was found above the cabinet.

I. The original diagrams slid beneath the sink.

J. Evaluate yourself after each unit.

ASSIGNMENT SHEET #2

PART II

There is more than one prepositional phrase in each of the following sentences. Circle every prepositional phrase.

EXAMPLE: They looked at the birds in the trees.

(NOTE: Remember that a preposition must have an object.)

A. The high school is located beside a lake and between two towns.

B. The CVET shop behind the cafeteria is located by the football field.

C. All types of students are found among CVET students.

D. Many of them meet before school and after lunch.

E. Some of them gossip behind the shop.

F. One day a stranger in town needed directions to the nearest post office.

G. Hal knew how to give good directions in logical order.

H. He told her to go past the fire station, turn left, continue up Ninth Street to the Lutheran Church, and turn right; there she would find the post office.

I. The stranger was in such a hurry that she drove at a reckless speed off the road and into a ditch.

J. The students ran to her car and offered their help to her.

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #3–WRITE PREPOSITIONAL PHRASES IN SENTENCES

NAME ______________________ SCORE ______________

Write sentences using each of the following prepositional phrases. Remember to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: *at work* I enjoy using the equipment and tools available at work.

A. *above the door* ______________________

B. *across the river* ______________________

C. *after school* ______________________

D. *against the wall* ______________________

E. *along the road* ______________________

F. *among friends* ______________________

G. *around the house* ______________________

H. *at home* ______________________

I. *before work* ______________________

J. *behind the building* ______________________

ASSIGNMENT SHEET #3

K. *between the buildings* ____________________

L. *during school* ____________________

M. *in the meantime* ____________________

N. *near the church* ____________________

O. *under the desk* ____________________

P. *until summer* ____________________

Q. *with Sally* ____________________

R. *without help* ____________________

S. *past the graveyard* ____________________

T. *for a chair* ____________________

U. *through the game* ____________________

V. *from Jim* ____________________

W. *beyond the mountains* ____________________

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #4--CHOOSE THE CORRECT PRONOUN IN PREPOSITIONAL PHRASES

NAME________________________________ SCORE ____________________

Pronouns that are objects of prepositions must be in the objective case form. Objective pronouns are *me, you, it, her, him, us, them, whom*, and *what*. Circle the correct form of the pronoun in each of the following sentences.

EXAMPLE: His supervisor explained the equipment to (he, [✓ him]).

A. The teacher talked to (them, they) about the assignment.

B. Each of (them, they) promised to study.

C. The teacher turned to (him, he) and asked if he was going to study.

D. Another student answered the teacher for (him, he).

E. The teacher listened to (her, she).

F. A letter was given to (me, I) in class.

G. It was written for (her, she).

H. She told a secret to (me, I).

I. Karla likes to sit near (us, we).

J. The dog sat down beside (us, we).

K. For (who, whom) are these long-stemmed roses?

L. Were there any phone calls for Lucy or (I, me)?

M. Just between you and (I, me) their house is uncomfortable.

N. What seems to be the trouble between Esther and (she, her)?

O. I like to ride with (them, they).

P. The first prize is for (we, us) to enjoy.

Q. Is it legal for (we, us) students to park here?

R. Are you the person to (whom, who) I spoke on the phone?

S. The food was supplied by (she, her).

T. The program was planned by (we, us) boys.

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #5--WRITE CORRECT PRONOUNS IN PREPOSITIONAL PHRASES IN SENTENCES

NAME ______________________ SCORE ____________

Write sentences using each of the following prepositional phrases. Use the correct pronoun in each sentence. Remember to begin each sentence with a capital letter and to end each with an end mark. Make each sentence at least six words long.

EXAMPLE: with (she, her) I enjoy going to the grocery store with her.

A. among (us, we) ______________________

B. like (them, they) ______________________

C. near (me, I) ______________________

D. before (her, she) ______________________

E. from (him, he) ______________________

F. with (whom, who) ______________________

G. without (them, they) ______________________

H. between (us, we) ______________________

I. toward (me, I) ______________________

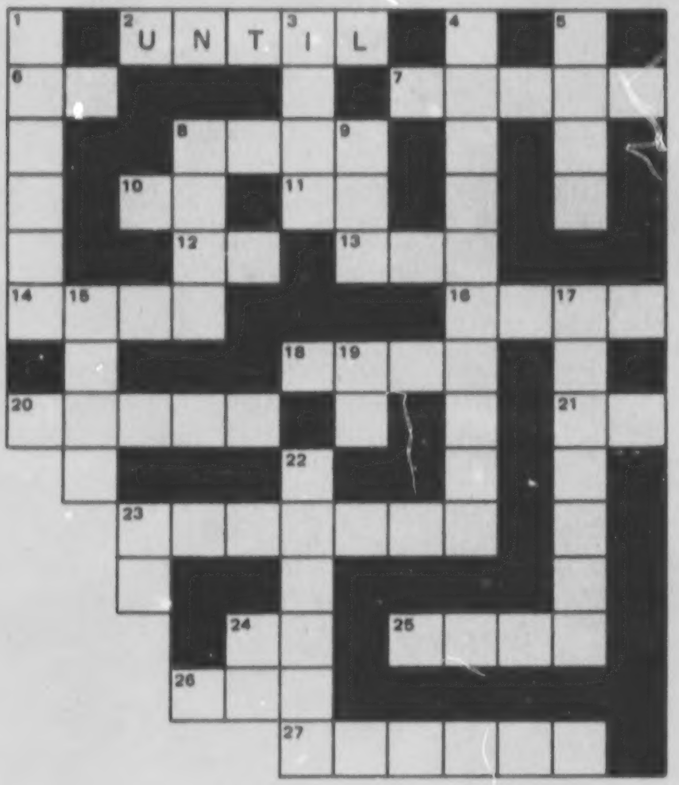
J. beyond (them, they) ______________________

PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #6--COMPLETE A PREPOSITION CROSSWORD PUZZLE

NAME ______________________________ SCORE ____________________

Use the prepositions in the sentence clues on the following page to complete the crossword puzzle below. Each sentence contains only one preposition. The first one has been done for you.


1
2
U N T I L
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27

ASSIGNMENT SHEET #6

ACROSS

2. We will work until we are finished.
6. Whip one pint of heavy cream.
7. Store no poisonous cleaning agents under the kitchen sink.
8. Do unto others as you would have them do unto you.
10. Iron and neatly hang up each item.
11. All of the Macintosh apples are ripe.
12. Turn on the oven, please.
13. What can I do for you?
14. Gale climbed down the steep cliff.
16. I enjoy sitting near him.
18. A chisel is very much like a screwdriver.
20. Install heating vents below each window.
21. He is very skilled at welding.
23. We found the supplies beneath the clean clothes.
24. I want to make fine wooden furniture.
25. They walked past the new model home.
26. Are these beautiful flowers for me?
27. Everyone was invited except me.

DOWN

1. When carrying scissors and knives, hold the pointed ends toward the ground.
3. Never pour drain cleaner into a garbage disposal.
4. Vacuum underneath the bookshelves and sofa.
5. Never use gasoline near an open flame.
8. Your course grade depends upon how well you study.
9. Turn off the gas, please.
15. We cooked steaks over an open campfire.
17. Do not lean against the scaffolding.
19. Store oily cleaning rags in closed metal containers.
22. "Look before you leap" is a wise saying.
23. This china cup was painted by English artists.
24. Please give this note to Randy.

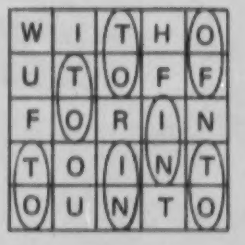
PREPOSITIONS
UNIT V

ASSIGNMENT SHEET #7--COMPLETE A "GAMBLING SQUARES" PREPOSITION GRID

NAME ______________________________ SCORE ____________________

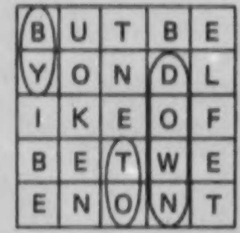
Choose prepositions from the following list to fill up the grids below. Write from left to right and move *only* forward. You may split a word; it does not have to fit exactly. Score 5 points for each preposition spelled vertically.

EXAMPLES:



W	I	T	H	O
U	T	O	F	F
F	O	R	I	N
T	O	I	N	T
O	U	N	T	O

Total points = 35



B	U	T	B	E
Y	O	N	D	L
I	K	E	O	F
B	E	T	W	E
E	N	O	N	T

Total points = 15

Preposition List

aboard
about
above
across
after
against
along
amid
among
around
at
before
behind
below
beneath
beside
between
beyond
but (except)
by
down
during
except
for
from
in
into
like
near
of
off
on
over
past
since
through
throughout
to
toward
under
underneath
until
unto
up
upon
with
within
without

Grid #1

Grid #2

PREPOSITIONS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. of
B. of
C. of
D. of
E. in
F. in
G. on
H. on
I. of
J. of
K. to
L. on
M. in
N. off
O. of
P. until
Q. in
R. in
S. at
T. about

PART II

A. for, of
B. of, of, in
C. for
D. of
E. of, for, of
F. of
G. of
H. at, of
I. of
J. by

PART III

A. of
B. to, of
C. about
D. into
E. about, inside
F. to, for
G. beneath, at, of
H. in
I. under
J. to, in

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

PART I

A. in the following sentences

B. in each sentence

C. of measuring tool

D. to the last whole inch

E. between zero and ten

F. with a ruler

G. between the following letters

H. above the cabinet

I. beneath the sink

J. after each unit

PART II

A. beside a lake, between two towns

B. behind the cafeteria, by the football field

C. of students, among CVET students

D. of them, before school, after lunch

E. of them, behind the shop

F. in town, to the nearest post office

G. to give good directions, in logical order

H. past the fire station, up Ninth Street, to the Lutheran Church

I. in such a hurry, at a reckless speed, off the road, into a ditch

J. to her car, to her

Assignment Sheet #3

Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

A. them

B. them

C. him

D. him

E. her

F. me

G. her

H. me

I. us

J. us

K. whom

L. me

M. me

N. her

O. them

P. us

Q. us

R. whom

S. her

T. us

Assignment Sheet #5

(NOTE: The following prepositions should be used in sentences evaluated to the satisfaction of the instructor.)

A. us

B. them

C. me

D. her

E. him

F. whom

G. them

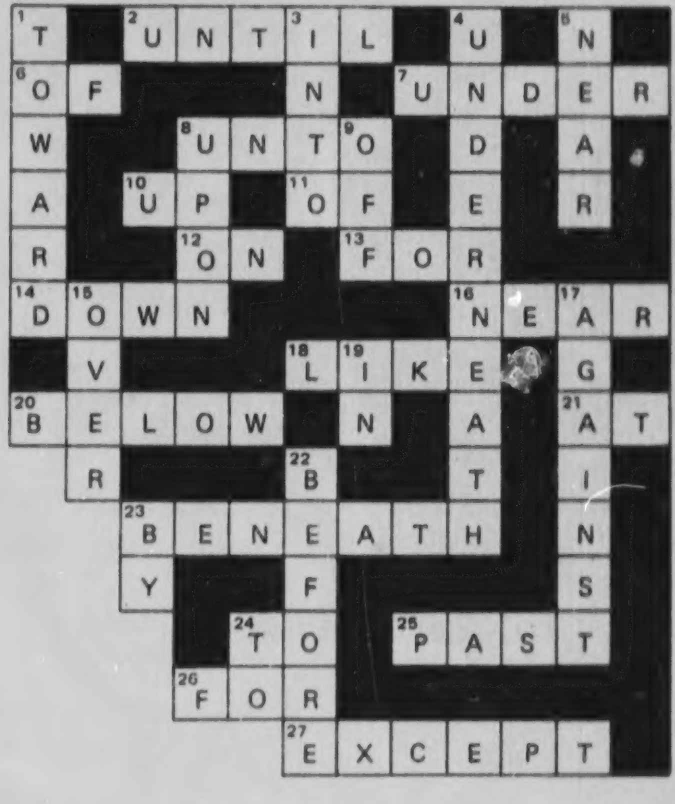
H. us

I. me

J. them

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6



1 T	■	2 U	N	T	3 I	L	■	4 U	■	5 N	■
6 O	F	■	■	■	N	■	7 U	N	D	E	R
W	■	■	8 U	N	T	9 O	■	D	■	A	■
A	■	10 U	P	■	11 O	F	■	E	■	R	■
R	■	■	12 O	N	■	13 F	O	R	■	■	■
14 D	15 O	W	N	■	■	■	■	16 N	E	17 A	R
■	V	■	■	■	18 L	19 I	K	E	■	G	■
20 B	E	L	O	W	■	N	■	A	■	21 A	T
	R	■	■	■	22 B	■	■	T	■	I	■
		23 B	E	N	E	A	T	H	■	N	■
		Y	■	■	F	■	■	■	■	S	■
			■	24 T	O	■	25 P	A	S	T	■
			26 F	O	R	■	■	■	■	■	■
					27 E	X	C	E	P	T	■

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

ENG I - 279-D

PREPOSITIONS
UNIT V

TEST

NAME________________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

   _____a. Part of speech that names a person, place, thing, or idea

   _____b. Part of speech that takes the place of a noun

   _____c. Connection

   _____d. Something one thinks, knows, imagines, or feels

   _____e. Group of words containing a subject and verb and expressing a complete thought

   1. Relationship
   2. Noun
   3. Idea
   4. Pronoun
   5. Sentence

2. Identify prepositions. Circle the prepositions in the following sentences.

   a. There are three types of carpenter's levels.

   b. One important use of money is for payment of work.

   c. The man looked worried as he walked into the shop.

3. Identify prepositional phrases. Circle the prepositional phrases in the following sentences.

   a. A zig-zag rule is a type of measuring tool.

   b. Many of them meet before school and after lunch.

   c. The CVET shop behind the cafeteria is located by the football field.

4. Choose the correct pronoun in prepositional phrases. Circle the correct pronoun in parentheses.

   a. Karla likes to sit near (him, he).

   b. The dog sat down beside (we, us) girls.

   c. A note was given to (me, I) in class.

TEST

5. Write prepositional phrases in sentences. Write a sentence for each prepositional phrase below.

   a. *beside me* ______________________________

   ____

   b. *after school* ______________________________

   ____

   c. *near here* ______________________________

   ____

6. Write correct pronouns in prepositional phrases in sentences. Use the correct pronoun in each sentence. Make each sentence at least six words long.

   a. from (us, we)______________________________

   ____

   b. Between you and (me, I)______________________________

   ____

   c. for (them, they)______________________________

   ____

PREPOSITIONS
UNIT V

ANSWERS TO TEST

1. a. 2　　d. 3
   b. 4　　e. 5
   c. 1
2. a. of
   b. of, for, of
   c. into
3. a. of measuring tool
   b. of them, before school, after lunch
   c. behind the cafeteria, by the football field
4. a. him
   b. us
   c. me
5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor

SUBJECTS
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to identify the four kinds of subjects and select these subjects in sentences. The student should also be able to write sentences containing the four kinds of subjects. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Identify simple subjects.
3. Identify understood subjects.
4. Identify turned-around subjects.
5. Identify compound subjects.
6. Write sentences containing simple subjects.
7. Write sentences containing understood subjects.
8. Write sentences containing turned-around subjects.
9. Write sentences containing compound subjects.

SUBJECTS
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

A. Provide students with objective sheet.

B. Provide students with information and assignment sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Have students bring their vocational manuals to class, find sentences in them, and circle the subjects in those sentences.

F. Make a tape of a small conversation between two people. Have the students listen to the tape and write down subjects of sentences they hear.

G. Tell students that the easiest way to find the subject of a sentence is to find the verb first, and then ask the question *who* or *what* before that verb.

EXAMPLE: Charles lost the steel square.
lost = verb
Who lost?
Charles lost.
Charles = subject

H. Review the section on prepositions and prepositional phrases (Unit V, Section D). Tell the students that the subject of a sentence can never be found in a prepositional phrase. Tell them that when looking for the subject of a sentence, it is helpful to cross out all prepositional phrases in the sentence.

(NOTE: Crossing out prepositional phrases eliminates confusing words.)

EXAMPLE: The bench vise on the table weighs 15 pounds.
The bench vise ~~on the table~~ weighs 15 pounds.
The bench vise weighs 15 pounds.

I. Divide your class into two teams. Have each team stand. Read to students a predetermined number of sentences containing subjects. If they can name the subject, they may sit down; if they cannot name the subject, they must remain standing. The team with the most people sitting after all the sentences have been read is the winner.

SUGGESTED ACTIVITIES

J. Tell the students that adjectives that describe subjects should not be included as part of the subject.

EXAMPLE: Paper towels and dishcloths are found in most kitchens.
towels, dishcloths = compound subject
paper = adjective

(NOTE: *Dish* is not an adjective because it is part of a compound word.)

K. Give test.

L. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Select Simple Subjects in Given Sentences
2. Assignment Sheet #2--Distinguish Between Understood Subjects and Simple Subjects
3. Assignment Sheet #3--Select Turned-Around Subjects in Given Sentences
4. Assignment Sheet #4--Select Compound Subjects in Given Sentences
5. Assignment Sheet #5--Write Sentences Containing Simple Subjects
6. Assignment Sheet #6--Write Sentences Containing Understood Subjects
7. Assignment Sheet #7--Write Sentences Containing Turned-Around Subjects
8. Assignment Sheet #8--Write Sentences Containing Compound Subjects
9. Assignment Sheet #9--Complete a Subject Crossword Puzzle

E. Answers to assignment sheets

F. Test

G. Answers to test

SUGGESTED ACTIVITIES

III. Unit references

A. Christ, Henry I. *Modern English in Action.* Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

C. Warriner, John E., Mary E. Whitten, and Frances Griffith. *English Grammar and Composition,* Heritage Edition. New York: Harcourt Brace Jovanovich, 1977.

SUBJECTS
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Imperative sentence--Sentence that gives a command or a request

B. Interrogative sentence--Sentence that asks a question

C. Simple subject--Noun or pronoun the sentence is talking about

D. Compound subject--Two or more nouns or pronouns used as subjects of sentence

E. Understood subject--Unnamed subject in imperative sentences; understood "you"

F. Turned-around subject--Subject that *follows* the verb

G. Noun--Part of speech that names a person, place, thing, or idea

H. Pronoun--Part of speech that takes the place of a noun

I. Conjunction--Part of speech that joins two words or two ideas in a sentence

J. Idea--Something one thinks, knows, or imagines; a thought, opinion, or belief

K. Sentence--Group of words containing a subject and verb and expressing a complete thought

II. Simple subject (Assignment Sheets #1, #6, and #9)

A. May be main person discussed in a sentence

EXAMPLE: *Mr. Dunlap* waited for the students.

B. May be main idea expressed in a sentence

EXAMPLE: The *hope* of the world rested on the president.

C. May be a noun or pronoun

EXAMPLES: *John* waxed the car. (noun)

He sweated from working so hard. (pronoun)

INFORMATION SHEET

D. Answers the question *who* or *what* before the verb

(NOTE: A verb is a word used to express action or to help make a statement.)

EXAMPLE: Tiffany yelled to John.
yelled = verb
Who yelled?
Tiffany yelled.
Tiffany = subject

III. Understood subject (Assignment Sheets #2, and #6)

A. Found in imperative sentences

(NOTE: Imperative sentences either ask someone to do something or tell someone to do something.)

EXAMPLES: Shut the door. (tell)
Please take out the trash. (ask)

B. Is person spoken to in imperative sentences

(NOTE: Ask *who* before the verb to determine the person spoken to.)

EXAMPLE: Listen to me.
Who listens?
You listen.
You = person spoken to

C. Is called "understood *you*"

EXAMPLE: Go to the shop class.
Who goes?
You go.
You = understood *you*

IV. Turned-around subject (Assignment Sheets #3, #7, and #9)

(NOTE: Usually the subject comes before the verb. But, in interrogative sentences, the subject *follows* the verb or is *sandwiched* between the parts of the verb.)

A. Found in interrogative sentences

EXAMPLES: Where is Benton?
is = verb
Benton = subject (follows verb)

Why has Benton been hiding all day?
has been hiding = verb
Benton = subject (sandwiched)

INFORMATION SHEET

B. Found in sentences that begin with the word *there* or *here*

(NOTE: When *there* or *here* is used as an introductory word, it is never the subject of the sentence.)

EXAMPLE: There were girls on the construction crew.
were = verb
girls = subject

V. Compound subject (Assignment Sheets #4, #8, and #9)

A. Two or more nouns or pronouns used as subjects of sentence

EXAMPLES: Mr. Doris and Mr. Ogle traveled with the CVET class.
Mr. Doris = subject
Mr. Ogle = subject

He and I fly model airplanes.
He = subject
I = subject

B. May be joined by a conjunction

(NOTE: A conjunction is a part of speech that joins two words or two ideas in a sentence. The most common conjunctions are the coordinating conjunctions *and, but, or, for, nor,* and *yet.*)

EXAMPLE: Sally and Jane bought groceries for the Home Economics I class.
Sally = subject
Jane = subject
and = conjunction

C. May be joined with commas as well as a conjunction

EXAMPLE: Deana, DeRhonde, Shane, and Les drove the car.
Deana = subject
DeRhonde = subject
Shane = subject
Les = subject
and = conjunction

SUBJECTS
UNIT I

ASSIGNMENT SHEET #1--SELECT SIMPLE SUBJECTS IN GIVEN SENTENCES

NAME ____________________ SCORE ____________

A simple subject is the noun or pronoun the sentence is talking about. Simple subjects answer the questions *who* or *what* before the verb.

PART I

Circle the simple subjects in the following sentences. You may refer to your Information Sheet.

EXAMPLE: Driving on slippery roads can be dangerous.

A. The man bought a handsaw.

B. The carpenters built the room in three hours.

C. She cooked breakfast for the entire family.

D. Fishing is fun and relaxing.

E. Bill sawed the wood for the fireplace.

F. The points were set.

G. The new car stalled in the cold weather.

H. He telephoned the garage.

I. The condenser was broken and had to be replaced.

J. The cost could have been more.

K. Our uncle keeps our car in good shape.

L. They pay extra for added protection.

M. His cousin sells gasoline.

N. Ricky learned safety in shop.

O. Accidents happen because of carelessness.

P. Her aunt drives at a moderate speed.

Q. Wise drivers check their speedometers.

R. The attendant rotates the tires.

S. The mechanic checked the car.

ASSIGNMENT SHEET #1

T. A thoughtful driver is considerate of other drivers.

U. The car needed a tune-up.

V. High speeds require more gasoline.

W. Gas stations are handy.

X. Car wrecks are tragic.

Y. Policemen help people drive safely.

PART II

Write an "X" in the blank before those word groups that contain subjects. Underline the subjects in each word group that you "X."

EXAMPLE: X We completed our project today

______A. Going to town

______B. The bakery burned down

______C. Hardware stores sell saddles

______D. Seeing the show

______E. The movie was very good

______F. Bought tools

______G. Sewing is difficult for some people

______H. The shop truck will not start

______I. Our school colors are red and white

______J. Don't know

______K. Tulsa offers many construction jobs

______L. Grease was on the floor

______M. Happened yesterday

______N. A fire extinguisher should be located in all homes

______O. He cried

______P. Kitchen fires are dangerous

______Q. Went home

ASSIGNMENT SHEET #1

______R. Hot water tanks are useful items

______S. The strawberries made a delicious pie filling

______T. The T-bevel was stolen

SUBJECTS
UNIT I

ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN UNDERSTOOD SUBJECTS AND SIMPLE SUBJECTS

NAME ____________________ SCORE ____________

The understood subject is the unnamed subject in imperative sentences. The simple subject is the noun or pronoun the sentence is talking about.

Distinguish between the understood subject and the simple subject. Write a check (√) under "Understood Subject" if the sentence contains one. Write a check under "Simple Subject" if the sentence contains one. The first one has been done for you.

	Sentences	**Understood Subject**	**Simple Subject**
A.	Go outside.	✓	
B.	Shut the door.		
C.	Don't go outside.		
D.	A hush fell on the crowd.		
E.	Sell those tickets.		
F.	Fishing trips relax me.		
G.	The lights went out.		
H.	Don't leave me.		
I.	Tools must be kept clean.		
J.	Wake up.		
K.	Drive slowly.		
L.	Inventions are needed.		
M.	The machinery quit.		
N.	Sickness is bad.		
O.	Supplies piled up in the hall.		
P.	Stop, look, and listen.		
Q.	Classes help people learn.		
R.	Read the assignment.		
S.	The house looked tidy.		
T.	Roofs are hard to put on.		

SUBJECTS
UNIT I

ASSIGNMENT SHEET #3--SELECT TURNED-AROUND SUBJECTS IN GIVEN SENTENCES

NAME ______________________________ SCORE ____________________

Turned-around subjects are found in interrogative and imperative sentences and in sentences that begin with the words *there* or *here*.

Circle turned-around subjects in the following sentences. You may refer to your Information Sheet.

EXAMPLE: Where are the vacuum attachments?

A. Did you do your assignments?

B. Where did everyone go?

C. Why is CVET important?

D. Where did the machinist put his tools?

E. Here is the new building.

F. What is your name?

G. There are many brands of paint.

H. There are many lessons to be taught.

I. There are many lessons to be learned.

J. Why did the cookies burn?

K. Why did the store go broke?

L. There were ten people on the float trip.

M. Where can we go for fun?

N. There are the hamburgers on the table.

O. Where is the hammer?

P. Why did you study?

Q. Why do you clean clothes?

R. Here is the new dimmer switch.

S. Do you have any questions?

ASSIGNMENT SHEET #3

T. Do you build houses?

U. Here are the concrete bags that you needed.

V. Where is Ronnie?

W. There is a table for us.

X. Do you listen to music?

Y. Do you have a copy of the floor plans?

SUBJECTS
UNIT I

ASSIGNMENT SHEET #4--SELECT COMPOUND SUBJECTS IN GIVEN SENTENCES

NAME ______________________ SCORE ______________

Compound subjects are two or more nouns or pronouns used as subjects in a sentence. Compound subjects may be joined by conjunctions and/or commas.

Circle the compound subjects in the following sentences. You may refer to your Information Sheet.

EXAMPLE: There go John and Jean.

A. He and I wrote the book.

B. There are many instructions and questions on the test.

C. May Keith, Greg, and Edwin have a piece of cake?

D. Spoons, plates, and napkins are part of a table setting.

E. Books or stationery can make a long trip shorter.

F. There are seniors and juniors at the prom.

G. The mixer and the spoon need to be washed.

H. The stove top and the oven also need cleaning.

I. Recipes and ingredients must be exact.

J. Are Kim and Becky smart girls?

K. Screws and nails can be carried in an apron.

L. Welding or carpentry makes a good vocation.

M. Here come Jerry and Paul in their new car.

N. Special brushes and paint are used in an auto body course.

O. Cleaning solvent and steel wool clean grease well.

P. Gasoline and oil are needed for engines.

Q. Spark plugs and points have to be set.

R. The valves and the choke need to be adjusted.

S. Necklaces, purses, and shoes are accessories.

ASSIGNMENT SHEET #4

T. Many large plants and animals live in the jungle.

U. Mars, Jupiter, and Saturn are planets.

V. Into the room walked Bill and Tom.

W. The hero and heroine lived happily ever after.

X. Americans and Europeans enjoy visiting each other's countries.

Y. Are money and savings essential?

SUBJECTS
UNIT I

ASSIGNMENT SHEET #5--WRITE SENTENCES CONTAINING SIMPLE SUBJECTS

NAME ______________________ SCORE ______________

A simple subject is the noun or pronoun the sentence is talking about.

EXAMPLE: *Emily* dusted the roll-top desk.

PART I

Write 10 sentences containing simple subjects. Relate these sentences to your vocational classes. Use at least six words in each sentence.

(NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

EXAMPLE: Spaghetti should be cooked in lightly salted water.

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

G. ______________________

H. ______________________

I. ______________________

ASSIGNMENT SHEET #5

J. ____________________

____

PART II

Write 10 sentences containing simple subjects. Relate these sentences to your hobbies or interests. Use at least six words in each sentence.

(NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

A. ____________________

____

B. ____________________

____

C. ____________________

____

D. ____________________

____

E. ____________________

____

F. ____________________

____

G. ____________________

____

H. ____________________

____

I. ____________________

____

J. ____________________

____

SUBJECTS
UNIT I

ASSIGNMENT SHEET #6--WRITE SENTENCES CONTAINING UNDERSTOOD SUBJECTS

NAME ______________________ SCORE ______________

An understood subject is the unnamed subject in imperative sentences. It is the person spoken to in those sentences, the understood "you."

EXAMPLE: Turn out the kitchen lights, please. (Subject "you" is understood)

PART I

Write 10 sentences containing understood subjects. Begin each sentence with the words below. Use at least six words in each sentence.

(NOTE: Remember to end each sentence with an end mark.)

EXAMPLE: Empty the kitchen and bathroom wastebaskets, please.

A. Come ______________________________

B. Go ______________________________

C. Follow ______________________________

D. Don't ______________________________

E. Drive ______________________________

F. Make ______________________________

G. Add ______________________________

H. Take ______________________________

ASSIGNMENT SHEET #6

I. Hang ____________________

____

J. Get ____________________

____

PART II

Write 10 sentences containing understood subjects. Relate the sentences to your CVET English class.

(NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

A. ____________________

____

B. ____________________

____

C. ____________________

____

D. ____________________

____

E. ____________________

____

F. ____________________

____

G. ____________________

____

H. ____________________

____

I. ____________________

____

J. ____________________

____

SUBJECTS
UNIT I

ASSIGNMENT SHEET #7--WRITE SENTENCES CONTAINING TURNED-AROUND SUBJECTS

NAME ______________________________ SCORE ____________________

Turned-around subjects are found in interrogative sentences and in sentences that begin with the words *there* or *here*.

EXAMPLE: Here are the *groceries* you ordered.

Write 10 sentences containing turned-around subjects. Use the words below as the subjects of the sentences. Use at least six words in each sentence.

(NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

EXAMPLE: *papers* Here are the papers you requested.

A. *shop* ______________________________

____

B. *tool* ______________________________

____

C. *dishes* ______________________________

____

D. *detergent* ______________________________

____

E. *lumber* ______________________________

____

F. *children* ______________________________

____

G. *he* ______________________________

____

H. *they* ______________________________

____

ASSIGNMENT SHEET #7

I. *she* ______________________________

____

J. *teacher* ______________________________

____

SUBJECTS
UNIT I

ASSIGNMENT SHEET #8--WRITE SENTENCES CONTAINING COMPOUND SUBJECTS

NAME ______________________ SCORE ______________

A compound subject is two or more nouns or pronouns used as subjects in a sentence.

PART I

Write 10 sentences containing compound subjects. Use the words below as the compound subjects of your sentences. Use at least six words in each sentence.

(NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

EXAMPLE: *Mother and I* My mother and I enjoy planning meals.

A. *he and I* ______________________

B. *neither Tim nor Carl* ______________________

C. *dogs and cats* ______________________

D. *nouns or pronouns* ______________________

E. *yellow, green, orange, and purple* ______________________

F. *nails and bolts* ______________________

G. *oil, grease, or solvent* ______________________

H. *she and her mother* ______________________

I. *cleaning and dusting* ______________________

ASSIGNMENT SHEET #8

J. *football and soccer* ______________________________

____

PART II

Write 10 sentences containing compound subjects. Relate these sentences to a vacation or trip you have taken. Use at least six words in each sentence. (NOTE: Remember to begin each sentence with a capital letter and to end each with an end mark.)

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

F. ______________________________

____

G. ______________________________

____

H. ______________________________

____

I. ______________________________

____

J. ______________________________

____

SUBJECTS
UNIT I

ASSIGNMENT SHEET #9--COMPLETE A SUBJECT CROSSWORD PUZZLE

NAME ______________________________ SCORE ______________

Complete the crossword puzzle on the following page. Fill in the squares with the *subjects* from each of the following clue sentences. One has been done for you.

ACROSS

4. A piston displaces gas and air with a single stroke.
7. The drill bit is too large.
8. A loud purr came from the cat.
9. The spare tire was missing.
11. How do owls see at night?
13. Copper conductors allow the flow of electrical current.
17. Does an American flag wave over the Capitol?
18. Oil is poured into the car's oil filler spout.
19. An elm tree is shaped like an umbrella.
20. Window headers support free ends of studs and joists.
23. He rides his bicycle to school.
24. An emergency radio is used to call for help.
25. Iron ore is one of our natural resources.
26. The electrical engineer wired the new house.
28. Culvert inlets are the openings or entrances to these drains.
29. It built a nest from bits of string.
30. A modern French train can travel at over 200 miles an hour.

DOWN

1. The fire burned fiercely.
2. There it sits, all alone.
3. The ratio is 4:1.
5. There is a tool on the shop floor.
6. *Auto* is an abbreviation for automobile.
7. A brad is a small nail for making furniture and other small projects.
10. A riser is a vertical board under the tread of a stair step.
12. Spaghetti is cooked in lightly salted water.
13. The current flows through a copper conductor.
14. Is a darning needle larger than an embroidery needle?
15. All upholstery should be shampooed periodically.
16. A vocational trade requires many skills.
17. The floor was buffed with a floor machine.
21. Small automobile engines run on four cylinders.
22. Today, the sun is being used to heat many homes.
27. Endive is a salad leaf similar to the dandelion leaf.

ASSIGNMENT SHEET #9

ACROSS

32. A bench vise is often used in the shop.

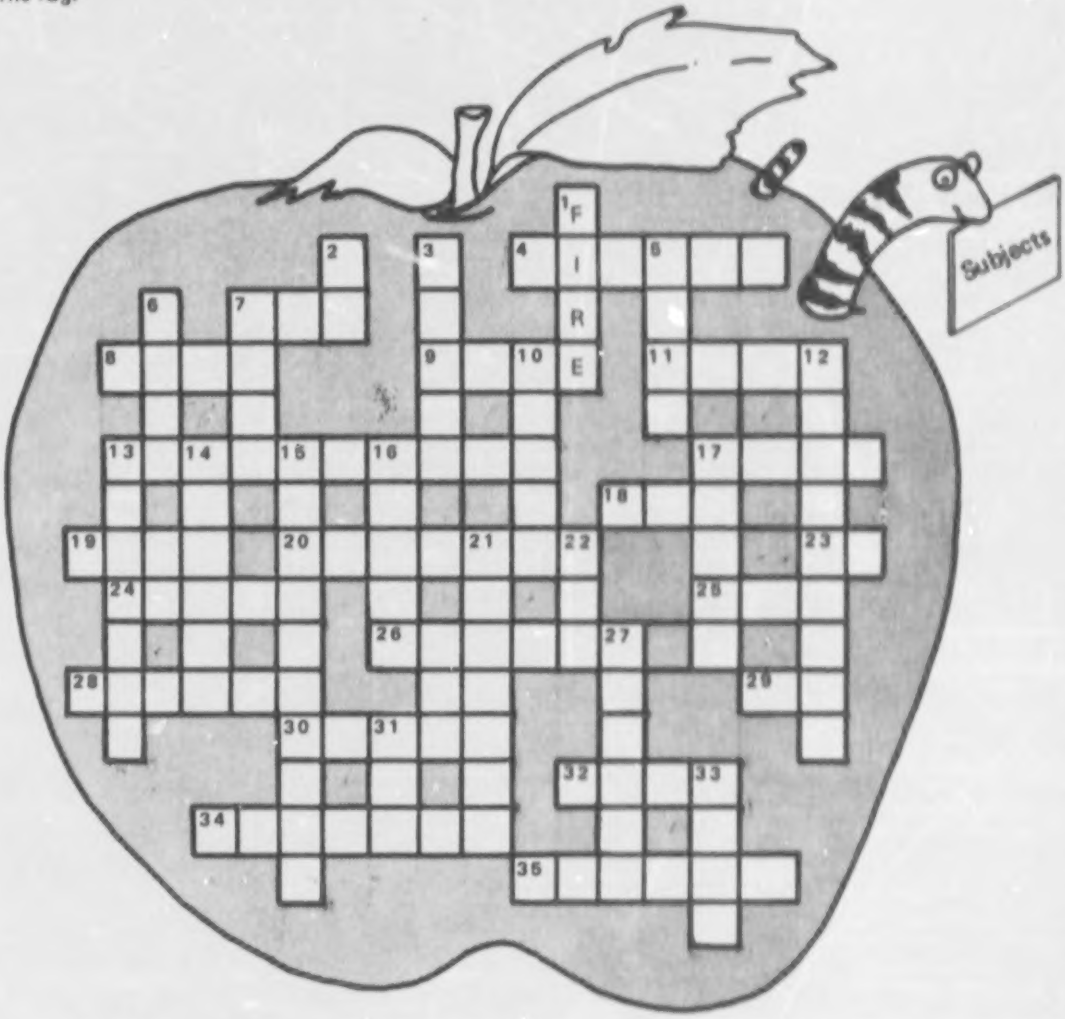
34. Wool carpets are some of the finest made.

35. A large wrench is needed to remove this lug.

DOWN

31. An ape is a monkey that can stand and walk in an almost erect position.

33. Each of the girls had a bow in her hair.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Subjects

SUBJECTS
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. man
B. carpenters
C. She
D. Fishing
E. Bill
F. points
G. car
H. He
I. condenser
J. cost
K. uncle
L. They
M. cousin
N. Ricky
O. accidents
P. aunt
Q. drivers
R. attendant
S. mechanic
T. driver
U. car
V. speeds
W. stations
X. wrecks
Y. Policemen

PART II

B, bakery
C, stores
E, movie
G, Sewing
H, truck
I, colors
K, Tulsa
L, Grease
N, extinguisher
O, He
P, fires
R, tanks
S, strawberries
T, T-bevel

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #2

A. Understood subject
B. Understood subject
C. Understood subject
D. Simple subject
E. Understood subject
F. Simple subject
G. Simple subject
H. Understood subject
I. Simple subject
J. Understood subject
K. Understood subject
L. Simple subject
M. Simple subject
N. Simple subject
O. Simple subject
P. Understood subject
Q. Simple subject
R. Understood subject
S. Simple subject
T. Simple subject

Assignment Sheet #3

A. you
B. everyone
C. CVET
D. machinist
E. building
F. name
G. brands
H. lessons
I. lessons
J. cookies
K. store
L. people
M. we
N. hamburgers
O. hammer
P. you
Q. you
R. switch
S. you
T. you
U. bags
V. Ronnie
W. table
X. you
Y. you

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

A. He, I

B. instructions, questions

C. Keith, Greg, Edwin

D. Spoons, plates, napkins

E. Books, stationery

F. seniors, juniors

G. mixer, spoon

H. top, oven

I. Recipes, ingredients

J. Kim, Becky

K. Screws, nails

L. Welding, carpentry

M. Jerry, Paul

N. brushes, paint

O. solvent, wool

P. Gasoline, oil

Q. plugs, points

R. valves, choke

S. Necklaces, purses, shoes

T. plants, animals

U. Mars, Jupiter, Saturn

V. Bill, Tom

W. hero, heroine

X. Americans, Europeans

Y. money, savings

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

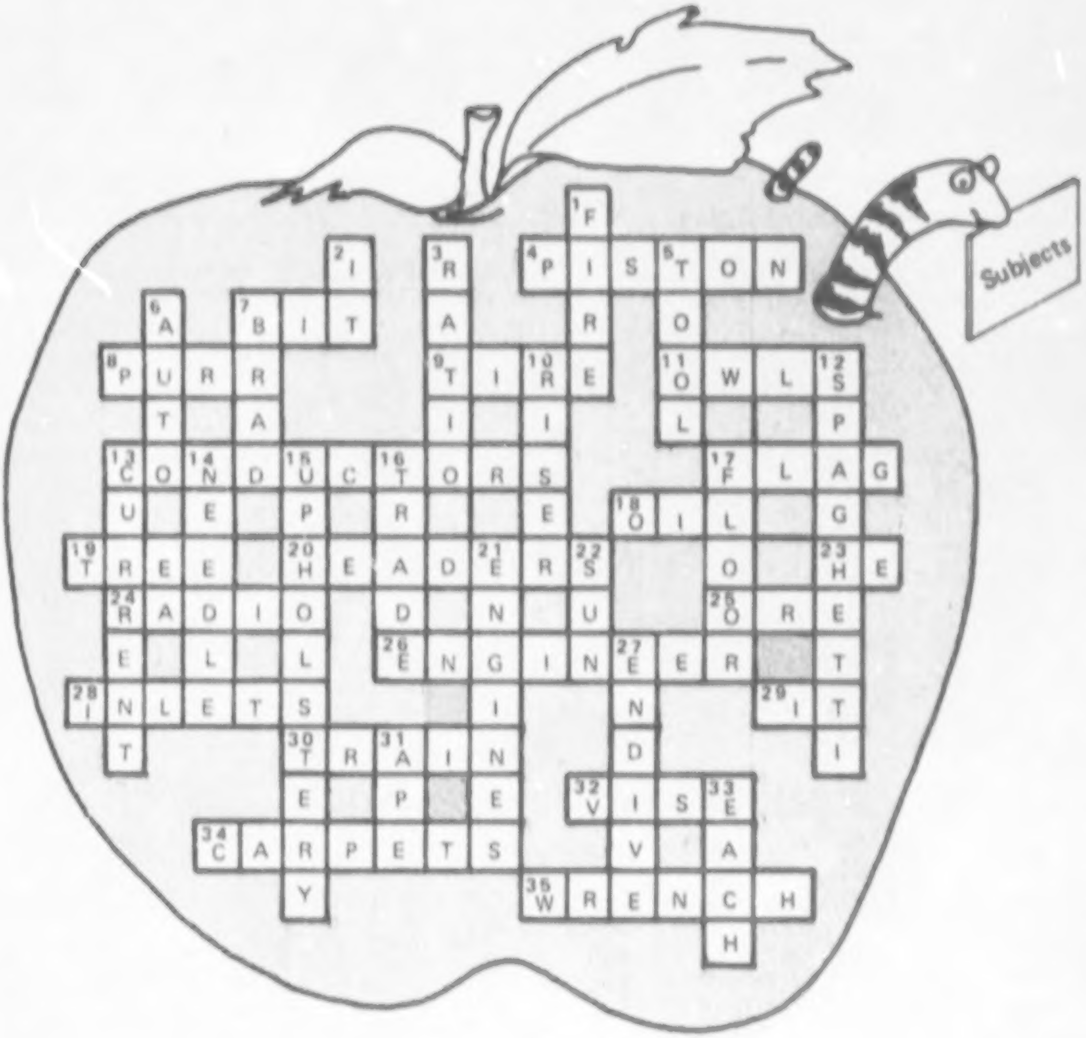
Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #9



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		6 A		7 B	I	T		A			R		O				
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		T		A				I		I			L			P	
	13 C	O	14 N	D	15 U	C	16 T	O	R	S				17 F	L	A	G
	U		E		P		R			E		18 O	I	L		G	
19 T	R	E	E		20 H	E	A	D	21 E	R	22 S			O		23 H	E
	24 R	A	D	I	O		D		N		U			25 O	R	E	
	E		L		L		26 E	N	G	I	N	27 E	E	R		T	
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SUBJECTS
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

   ______a. Part of speech that joins two words or two ideas in a sentence

   ______b. Subject that *follows* the verb

   ______c. Sentence that asks a question

   ______d. Unnamed subject in imperative sentences; understood "you"

   ______e. Something one thinks, knows, or imagines; a thought, opinion, or belief

   ______f. Two or more nouns or pronouns used as subjects of sentence

   ______g. Sentence that gives a command or a request

   ______h. Noun or pronoun the sentence is talking about

   ______i. Group of words containing a subject and verb and expressing a complete thought

   ______j. Part of speech that takes the place of a noun

   ______k. Part of speech that names a person, place, thing, or idea

   1. Idea
   2. Understood subject
   3. Turned-around subject
   4. Noun
   5. Interrogative sentence
   6. Compound subject
   7. Sentence
   8. Conjunction
   9. Imperative sentence
   10. Simple subject
   11. Pronoun

2. Identify simple subjects. Circle the simple subjects in each of the following sentences.

   a. The girls finished their project.

   b. The window was hard to place in the house.

   c. Different sized brushes make painting easier.

   d. A drill is used to hang curtain rods.

   e. Carburetors mix air with gasoline spray.

TEST

f. Horses trotted in the field.

g. Shadows on walls look peculiar.

h. The little boy held the kite.

i. Planes need air controllers to direct them.

j. Classes in CVET are needed in many schools.

3. Identify understood subjects. Write an "X" in the blank before each sentence that contains an understood subject.

_____a. Don't cry.

_____b. I don't want to go with Jack.

_____c. The concrete pavement is hot.

_____d. The committee members were girls.

_____e. Roll over to the other side of the mat.

_____f. Nobody but Julie and me went camping.

_____g. Listen to me practice the piano.

_____h. Shake the bottle, please.

_____i. Stop!

_____j. I am sleepy.

4. Identify turned-around subjects. Circle the subjects in the following sentences.

a. Where did all the blackberries go?

b. Here are the boys' swimsuits.

c. Why does chocolate melt so quickly?

d. What was the method used in the problem?

e. How did the vocational class complete the project?

f. Why is job training so important?

g. There are several good reasons to stop smoking.

h. There will not be a party tonight.

i. Here is the electrician you called for.

j. There is love in my heart.

TEST

5. Identify compound subjects. Underline the compound subjects in the following sentences.

   a. Towels, bathing suits, and sunglasses were taken to the beach.

   b. Milk, bread, and butter can be bought at the grocery store.

   c. The carpenters and electricians worked on the house.

   d. Bills and invoices should be paid promptly.

   e. Eddie and I played golf.

   f. The boys and girls danced at the party.

   g. She and I had a car wreck.

   h. Records and tapes are for listening.

   i. Tablecloths and placemats decorate a table.

   j. China and crystal are often given as wedding gifts.

   k. Egg beaters and mixers are used to make homemade ice cream.

6. Write two sentences containing simple subjects.

   a. ______________________________

   ____

   b. ______________________________

   ____

7. Write two sentences containing understood subjects.

   a. ______________________________

   ____

   b. ______________________________

   ____

8. Write two sentences containing turned-around subjects.

   a. ______________________________

   ____

   b. ______________________________

   ____

TEST

9. Write two sentences containing compound subjects.

a. ____

____

b. ____

____

SUBJECTS
UNIT I

ANSWERS TO TEST

1. a. 8
   b. 3
   c. 5
   d. 2
   e. 1
   f. 6
   g. 9
   h. 10
   i. 7
   j. 11
   k. 4
2. a. girls
   b. window
   c. brushes
   d. drill
   e. Carburetors
   f. Horses
   g. Shadows
   h. boy
   i. Planes
   j. Classes
3. a, e, g, h, i
4. a. blackberries
   b. swimsuits
   c. chocolate
   d. method
   e. class
   f. training
   g. reasons
   h. party
   i. electrician
   j. love
5. a. Towels, suits, sunglasses
   b. Milk, bread, butter
   c. carpenters, electricians
   d. Bills, invoices
   e. Eddie, I
   f. boys, girls
   g. She, I
   h. Records, tapes
   i. Tablecloths, placemats
   j. China, crystal
   k. beaters, mixers
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor

COMPLETE SUBJECT AND PREDICATE
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to write sentences using complete subjects and complete predicates. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Distinguish between the characteristics of a complete subject and the characteristics of a complete predicate.
3. Write sentences identifying complete subjects.
4. Write sentences identifying complete predicates.
5. Write sentences identifying complete subjects and complete predicates.

COMPLETE SUBJECT AND PREDICATE
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

A. Before introducing the unit, giving the students unit materials, or mentioning subjects, predicates, or verbs, write five or ten simple sentences on the blackboard.

(NOTE: Avoid sentences containing prepositional phrases. Students tend to divide between the verb and the prepositional phrase.)

Tell the students that they have a natural sentence sense that you think they are unaware of. Explain to them that most people can naturally divide a sentence into two logical parts. Divide the first three sentences to show them how easily sentences seem to fall into two parts, but do not mention subject or predicate yet.

Now call on volunteers to go to the board to divide the rest of the sentences.

EXAMPLES: The girl/ran home.
Big John Jones/ate a whole pizza.
The crazy gorilla/has gone ape.

Now tell the students that they possess yet another ability. They are (and have been since they first learned to talk) capable of choosing the *main* or *key* word in each half of the sentence. Tell them to test their choices: When the two main words are put together, they will sound like "baby talk."

EXAMPLES: girl ran
John ate
gorilla gone

Again call for volunteers. Have each go to the board and circle the main words in each half of the sentences.

Finally, tell the students what they have just done: They have divided the sentences into *complete subject* and *complete predicate*, and have located the *simple subject* and *main verb* in each.

B. Provide students with objective sheet.

C. Provide students with information and assignment sheets.

(NOTE: Make sure that students understand that a verb is a *part of speech* while a predicate shows the way in which groups of words [including the verb] *function* in a sentence.)

SUGGESTED ACTIVITIES

D. Discuss information sheet.

E. When discussing Objective II show students simple sentence growth. Explain that a complete sentence may contain only two words: The subject may be one word, and the predicate may be one word.

EXAMPLE: Dogs barked.

Point out, however, that they will not often find simple two-word sentences like the example sentence. Show how the subject and predicate of the two-word sentence can grow.

EXAMPLES:

Subject	Predicate
Dogs	barked.
Three fierce dogs	barked.
Three fierce dogs in the next yard	barked.
Dogs	barked.
Dogs	barked at the two children.
Dogs	barked at the two children playing on the swings.
The three fierce dogs in the next yard	barked at the two children playing on the swings.

F. Discuss assignments.

G. Tell students that ordinarily every word in a simple sentence belongs either to the complete subject or the complete predicate.

H. Tell students to find the complete subject first; those words that are left, including the verb, will make up the complete predicate.

EXAMPLE: The icy, cold water oozed from beneath the iceberg.
The icy, cold water = complete subject
oozed from beneath the iceberg = complete predicate

I. Have one half of the class make cards containing complete subjects. Have the other half make cards containing complete predicates; then have them find matches for the complete subject or complete predicate they have written.

J. Give test.

K. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Distinguish Between Subjects and Predicates

    2. Assignment Sheet #2--Identify the Complete Subject in Given Sentences

    3. Assignment Sheet #3--Write Sentences Containing Complete Subjects

    4. Assignment Sheet #4--Identify the Complete Predicate in Given Sentences

    5. Assignment Sheet #5--Write Sentences Containing Complete Predicates

    6. Assignment Sheet #6--Identify Complete Subjects and Complete Predicates in Given Sentences

    7. Assignment Sheet #7--Write Sentences Containing a Complete Subject and a Complete Predicate

  E. Answers to assignment sheets

  F. Test

  G. Answers to test

III. Unit references

  A. Christ, Henry I. *Modern English in Action*. Teacher's ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

  B. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

COMPLETE SUBJECT AND PREDICATE
UNIT II

INFORMATION SHEET

I. Terms and definitions

  A. Complete predicate--Verb with all its modifiers

  B. Complete subject--Simple subject with all its modifiers

  C. Modifier--Word or group of words that makes a clearer meaning of another word

  D. Simple subject--Noun or pronoun the sentence is talking about

  E. Verb--Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

  F. Noun--Part of speech that names a person, place, thing, or idea

  G. Pronoun--Part of speech that takes the place of a noun

  H. Sentence--Group of words containing a subject and verb and expressing a complete thought

II. Characteristics of a complete subject and characteristics of a complete predicate (Assignment Sheets #1-#7)

  A. Complete subject

    1. Contains a simple subject

    (NOTE: To find the simple subject, ask *who?* or *what?* of the verb.)

    EXAMPLE: Nancy bought detergent for the maintenance crew.
    bought = verb
    Who bought?
    Nancy bought
    Nancy = simple subject

    The dog barked at the burglar.
    barked = verb
    What barked?
    dog barked
    dog = simple subject

    2. Contains a word or group of words that modifies the subject

    (NOTE: Complete subjects can be made of more than one word.)

    EXAMPLE: Two books in leather cases were purchased by the salesman.
    Two books in leather cases = complete subject
    Two = modifier
    in leather cases = modifier
    books = simple subject

INFORMATION SHEET

B. Complete predicate

1. Contains a verb

   EXAMPLE: The CVET students worked very hard on their projects.
   worked = verb

2. Contains a word or group of words that modifies the verb

   (NOTE: A complete predicate can be made up of more than one word.)

   EXAMPLE: The CVET students worked very hard on their projects.
   worked very hard on their projects = complete predicate
   worked = verb
   very hard = modifiers
   on their project = modifier

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN SUBJECTS AND PREDICATES

NAME ______________________________ SCORE ____________________

PART I

Read the following sentences carefully. Then write a slash mark between the subject and the predicate.

EXAMPLE: The pitcher/saw a chance to make a double play.

A. The car and trailer went into the ditch.

B. Sam dived off the float and swam to shore.

C. Many different crops can be grown in this soil.

D. Sarah's good manners and neat appearance got her this job.

E. John's speed and accuracy make him an expert typist.

F. Across the field marched the band.

G. One of my classes meets in the cafeteria.

H. This garage guarantees its work.

I. The car in front of us stopped very suddenly.

J. The hot water broke the glass.

PART II

Distinguish between subject and predicate. In the blank before each word group, write an "S" for subject, a "P" for predicate, and an "SP" for subject and predicate.

EXAMPLE: __P__ A. eats frozen foods

______A. suddenly changed its course

______B. it froze

______C. we followed its tracks in the snow

______D. the headline on the front page

______E. began his talk with a funny story

ASSIGNMENT SHEET #1

______F. likes to water ski

______G. the condition of the roads

______H. she cried

______I. marched down Main Street

______J. ate a bale of hay

______K. my very best friend

______L. beveled the edges of the frame

______M. teaches the class mechanical skills

______N. the girl with the pretty, white teeth

______O. they finished the foundation

______P. he isn't here

______Q. knows what to do

______R. that old, beat up truck

______S. they laughed at the joke

______T. ate a green apple

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #2--IDENTIFY THE COMPLETE SUBJECT IN GIVEN SENTENCES

NAME ______________________ SCORE ______________

A complete subject is a simple subject with all its modifiers. A simple subject answers "who" or "what" about the verb.

Underline the complete subject in each of the following sentences.

EXAMPLE: The new carpentry class discussed the building terms.

A. Two common roof designs are the hip roof and gable roof.

B. My grandmother told many different stories.

C. The large, green hedge needed trimming.

D. The group of boy scouts helped raise money.

E. Poplar trees grow very fast.

F. The hip roof has four sloping sides.

G. This popular roof design may be found in your neighborhood.

H. Many young girls enjoy riding horses.

I. That old blue dusting cloth is used more than the others.

J. My younger brothers and I often play board games.

K. Home Economics I students are sewing sports clothes.

L. Hospital crews are always busy.

M. The CVET students used screwdrivers to build the cabinets.

N. Clear varnish will protect the door.

O. Several small paring knives are very handy.

P. Large table saws can do more work than small handsaws.

Q. The green-handled chisel lies on the table.

R. Nested mixing bowls are practical.

S. Rubber gloves protect the hands against disease and irritation.

T. Many types of electrical appliances are now available to the homemaker.

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #2-WRITE SENTENCES CONTAINING COMPLETE SUBJECTS

NAME ______________________ SCORE ______________

A complete subject is a simple subject with all its modifiers.

PART I

Write ten sentences containing complete subjects. Use the following words as your simple subjects. Make sure your sentences contain at least six words.

EXAMPLE: *blanket* The thick, wool blanket needed to be dry-cleaned.

A. *glue* ______________________

B. *carpet* ______________________

C. *cement* ______________________

D. *kitchen* ______________________

E. *wires* ______________________

F. *pliers* ______________________

G. *mop* ______________________

H. *broom* ______________________

ASSIGNMENT SHEET #3

I. *tools* ______________________________

____

J. *hammer* ______________________________

____

PART II

Complete the following sentences by adding complete subjects in the blanks provided.

EXAMPLE: A new supervisor with twenty years' experience

__________ directed the construction project.

A. ______________________________

__________ went on a field trip.

B. ______________________________

__________ crossed the mountains in wagons.

C. ______________________________

__________ has been glued together.

D. ______________________________

__________ discusses the assignment in CVET English.

E. ______________________________

__________ will make the curtains for our Home Economics II classroom.

F. ______________________________

__________ sharpens the saw blades.

G. ______________________________

__________ brought the refreshments for the party.

H. ______________________________

__________ stands near the picnic grounds.

I. ______________________________

__________ has typed a letter and taken shorthand.

J. ______________________________

__________ found the money in the parking lot.

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #4--IDENTIFY THE COMPLETE PREDICATE IN GIVEN SENTENCES

NAME ______________________________ SCORE ____________________

A complete predicate is a verb with all its modifiers. A verb is a part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows.

PART I

Underline the complete predicate in each of the following sentences.

EXAMPLE: Carpenters worked with standard six-foot rules.

A. Her daughter, Carolyn, was making an afghan.

B. Suitcases with small wheels on the bottom are used by many travelers.

C. Hand tools are very important and useful items.

D. The pound cakes baked slowly in the oven.

E. The crew cleaned every part of the building.

F. You should always wear a helmet when riding a motorcycle.

G. Waterskiing has become a very popular summer sport.

H. Gold drapes hung over the windows.

I. A carpenter always chooses appropriate tools.

J. I have already seen all of those television programs.

K. The carpenters sealed the beautiful cabinets.

L. Joey sanded the floors and then varnished them.

M. The girls were buffing the kitchen floor.

N. Steve, Thomas, and Bryan mopped and waxed the hallway.

O. The entire class has chiseled away the concrete.

P. Carburetors will run well if clean.

Q. Shop workers glued the cabinet joints together.

R. Mrs. Renfrow could have been baking pies and cakes.

S. The baby has already been diapered.

T. The electricians have completed the house wiring.

ASSIGNMENT SHEET #4

PART II

Circle the complete predicate in each of the following sentences.

EXAMPLE: You will get an "A" on that assignment.

A. The students in shop class linked the chain together.

B. I hurried to my class.

C. They were sitting quietly around the table.

D. I cleaned the hacksaw.

E. We were cutting a rabbeted joint.

F. We will probably saw wood tomorrow.

G. The class has found the angle of the dovetail.

H. Nancy was elected our basketball queen.

I. Hilma goes to CVET meetings.

J. Marty always stood by the door.

K. The chainsaw has been sharpened.

L. Paul marked the width of the board.

M. Sally was filing the saw.

N. Karla set the spoons and napkins on the table.

O. Terry gave the spikes to Mr. Renfrow.

P. The class calculated the speed of saws and pulleys.

Q. They cut the board in half.

R. The boys have arranged the table settings.

S. Mrs. Queen oiled the motor.

T. Carl has placed the receptacles in the house.

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #5--WRITE SENTENCES CONTAINING COMPLETE PREDICATES

NAME ______________________ SCORE ______________

A complete predicate is a verb with all its modifiers.

Complete the following sentences by adding complete predicates in the blanks provided. Remember to end each sentence with an end mark.

EXAMPLE: The baby cried for its rattle.

A. The teacher ______________________

B. Carpenters ______________________

C. Superintendent ______________________

D. The cement and the mixer ______________________

E. Cooks or bakers ______________________

F. The crew on the construction job ______________________

G. Televisions, radios, and tape players ______________________

H. The dresses on the rack ______________________

I. Dishes and dishcloths ______________________

ASSIGNMENT SHEET #5

J. A drill bit ______________________________

____

K. Our parents always ______________________________

____

L. Unless I ______________________________

____

M. These tools ______________________________

____

N. Selfish people ______________________________

____

O. The tall blonde student in the back row ______________________________

____

P. One of the best welders ______________________________

____

Q. The first year of high school ______________________________

____

R. A fire extinguisher ______________________________

____

S. The roof of my house ______________________________

____

T. My cousin ______________________________

____

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #6--IDENTIFY COMPLETE SUBJECTS AND COMPLETE PREDICATES IN GIVEN SENTENCES

NAME ______________________________ SCORE ____________________

A complete subject is a simple subject with all its modifiers. A complete predicate is a verb with all its modifiers.

Underline the complete subject once and the complete predicate twice in the following sentences.

EXAMPLE: Lightning struck our house during the thunderstorm.

A. Boys and girls wear masks and carry bags of candy during Halloween.

B. The large, wide board fell on the concrete floor.

C. The weary pilot climbed into the cockpit of the airplane.

D. A small leak can ruin a pie crust.

E. A circular saw is one of the most useful machines.

F. A ball peen hammer should be used with a cold chisel.

G. A good carpenter should possess a full set of tools.

H. The heavy rain has spoiled our plans.

I. Low-lying black clouds were rolling in the distance.

J. The bolt and nut industry in America was started on a small scale in Marion, Connecticut, in 1818.

COMPLETE SUBJECT AND PREDICATE
UNIT II

ASSIGNMENT SHEET #7--WRITE SENTENCES CONTAINING A COMPLETE SUBJECT AND A COMPLETE PREDICATE

NAME ______________________ SCORE ______________

A complete subject is a simple subject with its modifiers. A complete predicate is a verb with its modifiers.

PART I

Write sentences containing a complete subject and a complete predicate. Use the simple subjects and verbs in the list below. Make sure your sentences contain at least six words.

EXAMPLE: *electrician/can wire* The electrician can wire the entire house in two days.

A. *carpenters/will sand* ______________________

B. *plumbers/could have repaired* ______________________

C. *concrete/dried* ______________________

D. *plumbing/broke* ______________________

E. *Sally/makes* ______________________

F. *machine/is used* ______________________

G. *students/tried* ______________________

H. *Brenda/counted* ______________________

I. *Mr. Johnston/has stopped* ______________________

ASSIGNMENT SHEET #7

J. *cake/burned* ______________________________

PART II

Write sentences containing complete subjects and complete predicates. Relate the sentences to your personal interests or hobbies. Underline the complete subject once and the complete predicate twice. Make sure your sentences contain at least six words.

EXAMPLE: Beefy vegetable stew simmered on the stove.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

COMPLETE SUBJECT AND PREDICATE
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. The car and trailer/went into the ditch.

B. Sam/dived off the float and swam to shore.

C. Many different crops/can be grown in this soil.

D. Sarah's good manners and neat appearance/got her this job.

E. John's speed and accuracy/make him an expert typist.

F. Across the field marched/the band.

G. One of my classes/meets in the cafeteria.

H. This garage/guarantees its work.

I. The car in front of us/stopped very suddenly.

J. The hot water/broke the glass.

PART II

A. P
B. SP
C. SP
D. S
E. P
F. P
G. S
H. SP
I. P
J. P
K. S
L. P
M. P
N. S
O. SP
P. SP
Q. P
R. S
S. SP
T. P

Assignment Sheet #2

A. Two common roof designs
B. My grandmother
C. The large, green hedge
D. The group of boy scouts
E. Poplar trees
F. The hip roof
G. This popular roof design
H. Many young girls

ANSWERS TO ASSIGNMENT SHEETS

I. That old blue dusting cloth
J. My younger brothers and I
K. Home Economics I students
L. Hospital crews
M. The CVET students
N. Clear varnish
O. Several small paring knives
P. Large table saws
Q. The green-handled chisel
R. Nested mixing bowls
S. Rubber gloves
T. Many types of electrical appliances

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

A. was making an afghan
B. are used by many travelers
C. are very important and useful items
D. baked slowly in the oven
E. cleaned every part of the building
F. should always wear a helmet when riding a motorcycle
G. has become a very popular summer sport
H. hung over the windows
I. always chooses appropriate tools
J. have already seen all of those television programs
K. sealed the beautiful cabinets
L. sanded the floors and then varnished them
M. were buffing the kitchen floor
N. mopped and waxed the hallway
O. has chiseled away the concrete
P. will run well if clean
Q. glued the cabinet joints together
R. could have been baking pies and cakes
S. has already been diapered
T. have completed the house wiring

PART II

A. linked the chain together
B. hurried to my class
C. were sitting quietly around the table
D. cleaned the hacksaw
E. were cutting a rabbeted joint
F. will probably saw wood tomorrow
G. has found the angle of the dovetail
H. was elected our basketball queen
I. goes to CVET meetings
J. always stood by the door

ANSWERS TO ASSIGNMENT SHEETS

K. has been sharpened

L. marked the width of the board

M. was filing the saw

N. set the spoons and napkins on the table

O. gave the spikes to Mr. Renfrow

P. calculated the speed of saws and pulleys

Q. cut the board in half

R. have arranged the table settings

S. oiled the motor

T. has placed the receptacles in the house

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6

A. Boys and girls wear masks and carry bags of candy during Halloween.

B. The large, wide board fell on the concrete floor.

C. The weary pilot climbed into the cockpit of the airplane.

D. A small leak can ruin a pie crust.

E. A circular saw is one of the most useful machines.

F. A ball peen hammer should be used with a cold chisel.

G. A good carpenter should possess a full set of tools.

H. The heavy rain has spoiled our plans.

I. Low-lying black clouds were rolling in the distance.

J. The bolt and nut industry in America was started on a small scale in Marion, Connecticut, in 1818.

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

COMPLETE SUBJECT AND PREDICATE
UNIT II

TEST

NAME ______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Word or group of words that makes a clearer meaning of another word

______b. Noun or pronoun the sentence is talking about

______c. Verb with all its modifiers

______d. Part of speech that shows action or links the subject to a noun, pronoun, or adjective that follows

______e. Simple subject with all its modifiers

______f. Group of words containing a subject and verb and expressing a complete thought

______g. Part of speech that names a person, place, thing, or idea

______h. Part of speech that takes the place of a noun

1. Verb
2. Simple subject
3. Complete predicate
4. Modifier
5. Complete subject
6. Pronoun
7. Noun
8. Sentence

2. Distinguish between the characteristics of a complete subject and the characteristics of a complete predicate. Write an "S" in the blanks before characteristics of a complete subject, and a "P" in the blanks before characteristics of a complete predicate.

______a. Contains a simple subject

______b. Contains a verb

______c. Contains a word or group of words that modifies the subject

______d. Contains a word or group of words that modifies the verb

3. Write two sentences identifying complete subjects. Make each sentence at least six words long. Underline the complete subject once.

a. ____

____

b. ____

____

TEST

4. Write two sentences identifying complete predicates. Make each sentence at least six words long. Underline the complete predicate twice.

   a. ______________________________

   ____

   b. ______________________________

   ____

5. Write two sentences identifying complete subjects and complete predicates. Make each sentence at least six words long. Underline the complete subject once and the complete predicate twice.

   a. ______________________________

   ____

   b. ______________________________

   ____

COMPLETE SUBJECT AND PREDICATE
UNIT II

ANSWERS TO TEST

1. a. 4
   b. 2
   c. 3
   d. 1
   e. 5
   f. 8
   g. 7
   h. 6
2. a. S
   b. P
   c. S
   d. P
3. Evaluated to the satisfaction of the instructor
4. Evaluated to the satisfaction of the instructor
5. Evaluated to the satisfaction of the instructor

SENTENCES
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to write complete sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select complete sentences.
3. Distinguish between simple and compound sentences.
4. Distinguish among declarative, interrogative, imperative, and exclamatory sentences.
5. State the guidelines for writing a sentence.
6. Match end-mark rules to end marks.
7. Write simple sentences.
8. Write compound sentences.
9. Write declarative sentences.
10. Write interrogative sentences.
11. Write imperative sentences.
12. Write exclamatory sentences.

SENTENCES
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Disucss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Divide the class into two groups. Have one group go to the board and write sentences without end marks. Tell the other group to go to the board one at a time, name the kind of sentence that was written, and use the correct end mark.

   F. Provide the students with magazines such as *Reader's Digest, School Shop, Mechanics Illustrated,* and *Popular Mechanics.* Have the students circle the declarative sentences in one paragraph, imperative sentences in one paragraph, interrogative sentences in one, and exclamatory sentences in another.

   G. Have each student bring a newspaper to class. Divide students into groups, and have them construct four poster boards, one for each type of sentence. Have them take sentences from the articles and place them on the correct poster board. Comic strips are a good source of exclamatory sentences.

   H. Give test.

   I. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Select Simple Sentences from a Group of Sentences

      2. Assignment Sheet #2--Write Simple Sentences

      3. Assignment Sheet #3--Select Compound Sentences from a Group of Sentences

      4. Assignment Sheet #4--Write Compound Sentences

SUGGESTED ACTIVITIES

5. Assignment Sheet #5--Distinguish Between Declarative Sentences and Interrogative Sentences

6. Assignment Sheet #6--Write Declarative Sentences

7. Assignment Sheet #7--Write Interrogative Sentences

8. Assignment Sheet #8--Identify Imperative Sentences in a Given Story

9. Assignment Sheet #9--Write Imperative Sentences

10. Assignment Sheet #10--Select Exclamatory Sentences from a Group of Sentences

11. Assignment Sheet #11--Write Exclamatory Sentences

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit reference--Warriner, John E., Mary E. Whitten, and Joesph C. Blumenthal. *English Workshop.* New York: Harcourt Brace Jovanovich, Inc., 1973.

SENTENCES
UNIT III

INFORMATION SHEET

I. Terms and definitions

  A. Sentence--Group of words containing a subject and verb and expressing a complete thought.

  B. Compound sentence--Two simple sentences joined by a semicolon or a comma and a conjunction

  C. Declarative sentence--Sentence that makes a statement

  D. Exclamatory sentence--Sentence that expresses strong feelings such as surprise, anger, or joy

  E. Imperative sentence--Sentence that gives a command or makes a request

  F. Interrogative sentence--Sentence that asks a question

  G. End mark--Mark to show the end of a sentence

II. Complete sentences (Assignment Sheets #1 and #2)

  A. Contain a subject

  EXAMPLE: *Barbara* combed her hair.

  (NOTE: A sentence may contain more than one subject.)

  EXAMPLE: *Jalene* and *Syble* went shopping today.

  B. Contain a predicate (verb)

  EXAMPLE: Window washers *climbed* the sides of the building.

  (NOTE: A sentence may contain more than one verb.)

  EXAMPLE: Thomas *folded* and *packed* the garments.

  C. Express a complete thought

  D. Begin with a capital letter and end with an end mark

III. Simple and compound sentences (Assignment Sheets #1-#4)

  A. Simple sentence--Makes a *single* complete statement

  EXAMPLE: The carpenter sawed the two-by-four.

INFORMATION SHEET

B. Compound sentence--Contains two simple sentences

EXAMPLE: *The boys were washing the dishes*, and *the girls were drying them.*

1. May be joined with a comma before a conjunction

   (NOTE: Coordinating conjunctions such as *and, but, or, nor,* and *yet* are most often used. A comma must always be placed *before* and conjunction used in a compound sentence.)

   EXAMPLE: The knives were placed on the table, **and** the glasses were set by the plates.

2. May be joined with a semicolon

   EXAMPLE: Tom ate the apple; George ate the orange.

   (NOTE: Never join two simple sentences with only a comma.)

IV. Declarative, interrogative, imperative, and exclamatory sentences (Assignment Sheets #5-#11)

A. Declarative sentence--Makes a statement; ends with a period

EXAMPLE: The clouds rolled and tossed in the sky.

B. Interrogative sentence--Asks a question; ends with a question mark

EXAMPLE: Where did he buy the shirt?

C. Imperative sentence--Gives a command or makes a request; ends with a period

EXAMPLE: Go to town for me, please.

(NOTE: The subject in this sentence is understood. [you] Go to town for me, please.)

D. Exclamatory sentence--Expresses strong feelings; ends with an exclamation point

EXAMPLE: Help me!

(NOTE: The subject in this sentence is understood. [you] Help me!)

V. Guidelines for writing a sentence

A. Begin with a capital letter

B. Include a subject

(NOTE: In imperative and exclamatory sentences, often the subject does not appear in the sentence. It is understood to be *you*.)

INFORMATION SHEET

C. Include a verb

(NOTE: Generally the verb follows the subject, but in interrogative sentences, and in sentences beginning with *here* or *there*, the verb comes before the subject.)

D. End with correct end mark

EXAMPLES: *period*--The motel burned last evening.

question mark--Can you go to the grocery store for me?

exclamation point--Strike! You're out!

VI. End mark rules (Assignment Sheets #5-#11)

A. Period

1. Use after declarative sentences

EXAMPLE: The air conditioner is not running.

2. Use after imperative sentences

EXAMPLE: Please shut the door.

B. Question mark--Use after interrogative sentences

EXAMPLE: Why are we going to the movies?

C. Exclamation point--Use after exclamatory sentences

EXAMPLE: Help!

SENTENCES
UNIT III

ASSIGNMENT SHEET #1--SELECT SIMPLE SENTENCES FROM A GROUP OF SENTENCES

NAME________________________________ SCORE ____________________

A sentence contains a subject and a verb and expresses a complete thought. A sentence begins with a capital letter and ends with an end mark. Simple sentences make a *single* complete statement. A simple sentence may contain one or more subjects or one or more verbs.

Write an "X" in the blank before each simple sentence.

_____A. The girls baked a chicken for the faculty.

_____B. The students turned in their reports, and the teacher graded them.

_____C. You can fix the engine, or you can buy a new one.

_____D. Go to the store and buy the groceries for tomorrow's luncheon.

_____E. Secretaries have written many letters for their employers.

_____F. We stripped the floor, and then we waxed it.

_____G. Saws must have their blades changed regularly.

_____H. We studied the rules of safety in our vocational class.

_____I. James does good work, but he works very slowly.

_____J. Watch the monkey climb the tree.

SENTENCES
UNIT III

ASSIGNMENT SHEET #2--WRITE SIMPLE SENTENCES

NAME ____________________ SCORE ____________

A sentence contains a subject and a verb and expresses a complete thought. A sentence begins with a capital letter and ends with an end mark. A simple sentence makes a *single* complete statement.

PART I

Write 10 simple sentences using the following words as either nouns or verbs. Use at least 6 words in each sentence. Remember to begin each sentence with a capital letter and to end each with an end mark.

EXAMLE: *glue* High quality wood glue creates a very strong bond.

A. *chisel* ____________________

B. *miter* ____________________

C. *lip* ____________________

D. *mop* ____________________

E. *automobile* ____________________

F. *cement* ____________________

G. *hand towel* ____________________

H. *vacuum cleaner* ____________________

I. *dishwasher* ____________________

ASSIGNMENT SHEET #2

PART II

Write 5 simple sentences related to your hobbies or interests. Use at least six words in each sentence.

EXAMPLE: Most tropical fish aquariums are kept at a temperature of 75°F or higher.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

SENTENCES
UNIT III

ASSIGNMENT SHEET #3--SELECT COMPOUND SENTENCES FROM A GROUP OF SENTENCES

NAME______________________________ SCORE ____________________

Compound sentences are two simple sentences joined by a semicolon or by a comma and a coordinating conjunction such as *and, but, or, for, nor,* or *yet*.

Write a "C" in the blank before each compound sentence.

______A. Elaine polished the brass door fixtures.

______B. Leon and Jennifer won the Citizen of the Month award.

______C. In 1978, Mr. Blankenship won the CVET award of merit, but he donated it to the school.

______D. A chafing dish is used for heating food, and it is a valuable asset to any kitchen.

______E. Tonight I am going to the concert with my parents, yet I would prefer to stay home.

______F. Jerry washed his car and pickup truck.

______G. A screwdriver is similar to a chisel, but it is different in its function.

______H. He showed her the new carpentry shop workbench.

______I. I bought him a new baseball bat and glove.

______J. An experienced cabinet maker or skilled woodcrafter will give good advice, but both are hard to find.

SENTENCES
UNIT III

ASSIGNMENT SHEET #4--WRITE COMPOUND SENTENCES

NAME ______________________ SCORE ______________

Compound sentences are two simple sentences joined by a semicolon or by a comma and a coordinating conjunction such as *and, but, or, for, nor,* or *yet.*

PART I

Write compound sentences using each pair of terms in the following list. Use at least 6 words in each sentence. Remember to begin each sentence with a capital letter and to end each with an end mark.

EXAMPLE: *warm water, cold water* Use warm water to wash the clothes, but use cold water to rinse them.

A. *hammer, nails* ______________________

B. *spark plugs, spark wires* ______________________

C. *hospital, hotel* ______________________

D. *kitchen, living room* ______________________

E. *mop bucket, mop* ______________________

F. *washing machine, dryer* ______________________

G. *floor, ceiling* ______________________

H. *engine, tires* ______________________

I. *house, office building* ______________________

ASSIGNMENT SHEET #4

J. *carpenter, electrician* ______________________________

____

PART II

Write your own compound sentences. Relate them to your CVET vocational classes. Use at least 6 words in each sentence.

EXAMPLE: I enjoy working with wood, yet I dislike fine sanding.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

SENTENCES
UNIT III

ASSIGNMENT SHEET #5--DISTINGUISH BETWEEN DECLARATIVE SENTENCES AND INTERROGATIVE SENTENCES

NAME______________________________ SCORE ____________________

A declarative sentence makes a statement, and an interrogative sentence asks a question.

Write a "D" in the blank before each declarative sentence in the following list. Write an "I" in the blank before each interrogative sentence.

______A. Honey can be substituted for sugar in many recipes.

______B. Are the oil filters clogged with sludge?

______C. Where did Cliff put the roofing nails?

______D. Where shall I place this easy chair?

______E. Cleaning the room was not as hard as I had thought it would be.

______F. I set the table with the finest china and silverware.

______G. Our move to Oklahoma required careful planning.

______H. Where did Mrs. Benhom put the graded papers?

______I. I will call later today to make an interview appointment.

______J. The workers have just poured the concrete footing.

SENTENCES
UNIT III

ASSIGNMENT SHEET #6--WRITE DECLARATIVE SENTENCES

NAME________________________ SCORE ______________

Declarative sentences make a statement and end with a period.

Write 10 declarative sentences. Relate them to your vocational classes. Use at least 6 words in each sentence. Remember to begin each sentence with a capital letter and to end each with a period.

EXAMPLE: I am studying to become a hotel/motel housekeeping aide.

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

SENTENCES
UNIT III

ASSIGNMENT SHEET #7--WRITE INTERROGATIVE SENTENCES

NAME ______________________ SCORE ______________

Interrogative sentences ask a question and end with a question mark.

Write 10 interrogative sentences using the terms below. Use at least 6 words in each sentence. Remember to begin each sentence with a capital letter and to end each with a question mark.

EXAMPLE: *appointment* Have you made an appointment for your job interview?

A. *future* ______________________

B. *time* ______________________

C. *job* ______________________

D. *money* ______________________

E. *interview* ______________________

F. *career* ______________________

G. *savings* ______________________

H. *Social Security* ______________________

I. *application* ______________________

J. *prices* ______________________

SENTENCES
UNIT III

ASSIGNMENT SHEET #8--IDENTIFY IMPERATIVE SENTENCES IN A GIVEN STORY

NAME ______________________________ SCORE ____________________

An imperative sentence gives a command or a request.

Underline the imperative sentences in the following story.

Today at our school, the bell rang, and we entered the building. The first thing we heard was Mrs. Blankenship.

"Go to your classes, students," she said.

We went to our lockers and gathered our books. I said to Tommy, "Why are we told so many things to do?"

I walked to my first hour class. The teacher greeted us and then said, "Please take out your journals and begin to write."

I started writing. Five minutes hadn't gone by when the teacher said, "Open your books to page 452."

Class had officially started.

While our instructor gave helpful hints on the day's lesson, two boys argued.

"What are you doing?" the teacher asked.

Of course silence hung over the room like a cloud.

"Please be quiet, and listen to me," she said.

Forty-five minutes passed, and the lecture was finally over. Homework would now be assigned.

"Students, remember to bring your pencil and paper to class tomorrow," the teacher said. "Be sure to read pages 454-456, and be prepared to explain the material you read."

The bell rang, and English was over for another day.

SENTENCES
UNIT III

ASSIGNMENT SHEET #9--WRITE IMPERATIVE SENTENCES

NAME ______________________ SCORE ______________

Imperative sentences are sentences that give a command or make a request.

Write imperative sentences relating to requests you might make of your best friend. Use at least 6 words in each sentence. Remember to begin each sentence with a capital letter and to end each with a period.

EXAMPLE: Meet me at the library after school.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

SENTENCES
UNIT III

ASSIGNMENT SHEET #10--SELECT EXCLAMATORY SENTENCES FROM A GROUP OF SENTENCES

NAME______________________________ SCORE ____________________

An exclamatory sentence expresses strong feelings such as surprise, anger, or joy. Exclamatory sentences end with an exclamation point.

EXAMPLE: Hurrah, I won first prize!

Circle the exclamatory sentences in the following list.

A. Why did he borrow the money?

B. Boys were sawing the rafters.

C. Float trips are exciting.

D. Help, I can't hold on any longer!

E. The dishwasher quit working.

F. Move over!

G. I'll see about the baby.

H. Wow, did I have a great day!

I. Look at that!

J. Stop!

SENTENCES
UNIT III

ASSIGNMENT SHEET #11--WRITE EXCLAMATORY SENTENCES

NAME ______________________ SCORE ______________

Exclamatory sentences express strong feelings such as surprise, anger, or joy.

Write 10 exclamatory sentences of your own that you might express at a sports event or ball game.

EXAMPLE: We scored!

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

G. ______________________

H. ______________________

I. ______________________

J. ______________________

SENTENCES
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A, D, E, G, H, J

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3

C, D, E, G, J

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. D

B. I

C. I

D. I

E. D

F. D

G. D

H. I

I. D

J. D

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

Today at our school, the bell rang, and we entered the building. The first thing we heard was Mrs. Blankenship.

"Go to your classes, students," she said.

We went to our lockers and gathered our books. I said to Tommy, "Why are we told so many things to do?"

I walked to my first hour class. The teacher greeted us and then said, "Please take out your journals and begin to write."

ANSWERS TO ASSIGNMENT SHEETS

I started writing. Five minutes hadn't gone by when the teacher said, "Open your books to page 452."

Class had officially started.

While our instructor gave helpful hints on the day's lesson, two boys argued.

"What are you doing?" the teacher asked.

Of course silence hung over the room like a cloud.

"Please be quiet, and listen to me," she said.

Forty-five minutes passed, and the lecture was finally over. Homework would now be assigned.

"Students, remember to bring your pencil and paper to class tomorrow," the teacher said. "Be sure to read pages 454-456, and be prepared to explain the material you read."

The bell rang, and English was over for another day.

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10

D, F, H, I, J

Assignment Sheet #11--Evaluated to the satisfaction of the instructor

SENTENCES
UNIT III

TEST

NAME______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Sentence that expresses strong feelings such as surprise, anger, or joy

______b. Two simple sentences joined by a semicolon or a comma and a conjunction

______c. Sentence that makes a statement

______d. Group of words containing a subject and verb and expressing a complete thought

______e. Sentence that gives a command or makes a request

______f. Sentence that asks a question

______g. Mark to show the end of a sentence

1. Sentence
2. Compound sentence
3. Imperative sentence
4. Declarative sentence
5. Interrogative sentence
6. Exclamatory sentence
7. End mark

2. Select complete sentences. Write an "X" in the blank before each complete sentence.

______a. During the thunderstorm.

______b. Operating a lathe can be difficult.

______c. Because he didn't miter the corners.

______d. Working very slowly on the project.

______e. Repair the engine.

3. Distinguish between simple and compound sentences. Write an "S" in the blanks before simple sentences, and a "C" in the blanks before compound sentences.

______a. I don't mind washing dishes, but I don't like to scrape pots and pans.

______b. We bought a dishwasher to wash and dry the dishes.

______c. Advertising must be truthful, or a newspaper will refuse it.

______d. Carpenters get good pay and earn every cent of it.

______e. Our main expense was the lumber.

TEST

______f. A worker must stop to rest, but a machine can work continuously.

______g. The wages and hours were good, but the job was too far from my home.

______h. At night this neighborhood is quiet.

______i. The new high school has an auto mechanics shop.

______j. We hired two painters, but they did a poor job.

4. Distinguish among declarative, interrogative, imperative, and exclamatory sentences. Write a "D" in the blank before a declarative sentence, an "IN" in the blank before an interrogative sentence, an "IM" in the blank before an imperative sentence, and an "E" in the blank before an exclamatory sentence.

______a. Write interrogative sentences.

______b. Why must we learn the metric system?

______c. Peter installed the air-conditioning unit.

______d. Sand that board with the grain.

______e. Watch out!

______f. How do you square a window frame?

______g. Do you know how to use a carpenter's level?

______h. She enjoys fine hand-sewing and needlework.

______i. Quick! Help me bandage this cut!

______j. Use a 60-10 electrode.

5. State the guidelines for writing a sentence.

a. ____

b. ____

c. ____

d. ____

6. Match end-mark rules to end marks. Write the correct numbers in the blanks. A number may be used more than once.

______a. Use after interrogative sentences

______b. Use after exclamatory sentences

______c. Use after imperative sentences

______d. Use after declarative sentences

1. Period
2. Question mark
3. Exclamation point

TEST

7. Write two simple sentences of your own.

a. ______________________________

____

b. ______________________________

____

8. Write two compound sentences of your own.

a. ______________________________

____

b. ______________________________

____

9. Write two declarative sentences of your own.

a. ______________________________

____

b. ______________________________

____

10. Write two interrogative sentences of your own.

a. ______________________________

____

b. ______________________________

____

11. Write two imperative sentences of your own.

a. ______________________________

____

b. ______________________________

____

TEST

12. Write two exclamatory sentences of your own.

a. ______________________________

____

b. ______________________________

____

SENTENCES
UNIT III

ANSWERS TO TEST

1. a. 6
   b. 2
   c. 4
   d. 1
   e. 3
   f. 5
   g. 7
2. b, e
3. a. C
   b. S
   c. C
   d. S
   e. S
   f. C
   g. C
   h. S
   i. S
   j. C
4. a. IM
   b. IN
   c. D
   d. IM
   e. E
   f. IN
   g. IN
   h. D
   i. E
   j. IM
5. a. Begin with a capital letter
   b. Include a subject
   c. Include a verb
   d. End with correct end mark
6. a. 2
   b. 3
   c. 1
   d. 1

ANSWERS TO TEST

7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

UNIT OBJECTIVE

After completing this unit, the student should be able to write sentences that are separated by end marks and that are not fragments. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Select from a list sentence fragments.
3. Correct sentence fragments.
4. Select run-on sentences from a paragraph.
5. Correct run-on sentences.
6. Write complete sentences from sentence fragments.
7. Write a paragraph free of run-on sentences.

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

SUGGESTED ACTIVITIES

I. Suggested activities

  A. Provide students with objective sheet.

  B. Provide students with information and assignment sheets.

  C. Discuss unit and specific objectives.

  D. Discuss information and assignment sheets.

  E. Write several examples of sentence fragments on the board. Discuss these fragments and show students how they can be corrected.

  F. Ask a student for permission to read out loud a paper that the student has written. Do not reveal the student's name to the class, but ask the class to listen for fragments.

  G. Ask a student for permission to read out loud a paper that the student has written. Do not reveal the student's name to the class, but ask the class to listen for run-on sentences.

  H. Use many examples of the students' own writings to teach this unit.

  I. Ask questions orally. Have students write answers to the questions in complete sentences.

  J. Give test.

  K. Reteach if necessary.

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Assignment sheets

    1. Assignment Sheet #1--Select Sentence Fragments

    2. Assignment Sheet #2--Write Complete Sentences from Sentence Fragments

    3. Assignment Sheet #3--Write Complete Sentences to Answer Questions

SUGGESTED ACTIVITIES

4. Assignment Sheet #4--Select Run-On Sentences From a Paragraph
5. Assignment Sheet #5--Correct Run-On Sentences
6. Assignment Sheet #6--Write a Paragraph Free of Run-On Sentences

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Christ, Henry I. *Modern English in Action,* Teacher's ed. Lexington, Massachusetts: D.C. Heath and Co., 1978.

B. Graham, Frank D. *Audel's Carpenters and Builders Guide No. 1.* Indianapolis: Theodore Audel and Co., 1965.

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

INFORMATION SHEET

I. Terms and definitions

- A. Sentence--Group of words containing a subject and verb and expressing a complete thought
- B. Fragment--A part broken away from a whole; piece
- C. Sentence fragment--Part of a sentence; an incomplete sentence
- D. Run-on sentence--Two or more sentences run together as one sentence
- E. Separate--Apart; to split something apart
- F. Attach--Put something together
- G. Preceding--Coming before
- H. Paragraph--Group of sentences that develops one main idea

II. Sentence fragments (Assignment Sheets #1 and #2)

- A. May have no subject

  EXAMPLE: *Locked the door.* (no subject)

- B. May have no verb

  EXAMPLE: *The machine in the corner.* (no verb)

- C. Do not express a complete thought

  EXAMPLE: *When I ran down the street.* (incomplete thought)

- D. Begin with a capital letter
- E. End with a punctuation mark

  (NOTE: A sentence fragment may begin with a capital letter and end with a punctuation mark, but a fragment has no other characteristics of a complete sentence.)

  EXAMPLE: *At least one girl in every class.* (no subject; no verb; does not express a complete thought.)

INFORMATION SHEET

III. Ways to correct sentence fragments (Assignment Sheet #1-#3)

A. Attach fragment to preceding or following sentence

EXAMPLE: Cattle owners always expect a loss. *One cow in every herd.* (fragment)

Cattle owners always expect to lose one cow in every herd. (corrected)

B. Make fragment a complete sentence by supplying the verb or the subject, or by making fragment a complete idea

EXAMPLE: Cattle owners always expect a loss. *One cow in every herd.* (fragment)

Cattle owners always expect a loss. One cow in every herd usually dies. (corrected)

IV. Run-on sentences (Assignment Sheets #4-#6)

A. Two or more sentences run together and not separated by any punctuation mark

EXAMPLES: *Jack mowed the lawn today the sun is shining.*

Jack mowed the lawn then he raked the cut grass and when he was finished with the front yard he was thirsty so he went inside to get a drink and before he could get back to the job his brother stopped him and his brother asked him if he wanted to go swimming.

B. Comma used between two complete sentences when a period or semicolon should be used

(NOTE: A comma should never be used by itself between two complete sentences.)

EXAMPLE: *Jack mowed the lawn today, it was a hot and tiring job.*

V. Ways to correct run-on sentences (Assignment Sheets #4-#6)

A. Separate the sentences with an end mark

(NOTE: A period, question mark, exclamation point, or semicolon may be used with the correct kind of sentence. The new sentence should begin with a capital letter.)

EXAMPLE: *Tommy ran away his father found him.* (run-on)

Tommy ran away. His father found him. (corrected)

INFORMATION SHEET

B. Separate the sentences by adding a comma and a coordinating conjunction

(NOTE: The coordinating conjunctions are *and, but, or, for, nor,* and *yet.*)

EXAMPLE: *I saw the movie I loved it.* (run-on)

I saw the movie, and I loved it. (corrected)

C. Separate the sentences with a semicolon

EXAMPLE: *We waxed the floor it looked good.* (run-on)

We waxed the floor; it looked good. (corrected)

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #1--SELECT SENTENCE FRAGMENTS

NAME ______________________________ SCORE ____________________

A complete sentence contains a subject and verb and expresses a complete thought. A sentence fragment may not have a subject or a verb, or it may not express a complete thought.

PART I

Write an "X" before each sentence fragment.

_____A. The couch could not be moved into the house.

_____B. In shop and in class.

_____C. Because we did not get there.

_____D. Spills on the floor.

_____E. A medicine chest should be locked at all times.

_____F. Standing in the corner of the supply closet.

_____G. Which the teacher did not have.

_____H. Airplanes flew above the landscape.

_____I. Because it is buried under the ocean.

_____J. Almost believing in anything.

_____K. While getting the car ready.

_____L. Samuel was a good CVET student.

_____M. They studied agriculture.

_____N. But knew the truth.

_____O. We drove up the road hurriedly.

_____P. Cars stopped for us to pass.

_____Q. The witch cast a wicked spell.

_____R. Skillfully cutting the board.

_____S. Making discoveries by watching television.

_____T. Manual labor is needed in every society.

ASSIGNMENT SHEET #1

PART II

Each of the following lettered problems contains two word groups. In each problem one word group is a sentence and one is a fragment. Underline the sentence fragment in each group.

A. After driving hundreds of miles. The people were very tired.

B. Having finally made her selection. Joan is sewing a dress in Home Economics I.

C. Shopping for material. Joan's mother took her to town.

D. Last winter our CVET class went on a field trip. Where we saw different types of fabric care labels.

E. When she warned the students of the fire. Sara Jane was brave.

F. Warren finished planting corn yesterday. In the hard dirt.

G. I sanded the cabinet doors. Before hanging the cabinets.

H. We are going to Kansas City. Then to see our cousins.

I. Trying to learn a hobby. I began to collect stamps a year ago.

J. The day dawned bright and cheerful. The kind I like.

PART III

Correct the fragments you underlined in Section II by either attaching them to the complete sentence or by making them complete sentences.

A. ______________________________

____

B. ______________________________

____

C. ______________________________

____

D. ______________________________

____

E. ______________________________

____

ASSIGNMENT SHEET #1

F. ____

____

G. ____

____

H. ____

____

I. ____

____

J. ____

____

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #2--WRITE COMPLETE SENTENCES FROM SENTENCE FRAGMENTS

NAME ______________________ SCORE ______________

Make each of the following fragments a complete sentence by adding a subject or a verb, or by making the fragment express a complete thought.

EXAMPLES: *During the storm.* During the storm, it began to hail. (added subject and verb)

Bought the ice cream. Susan and her sister bought the ice cream. (added subject)

Waxing a floor. Waxing a floor requires very careful preparation. (added verb)

Because I studied hard. Because I studied hard, I got an "A" on my test. (completed thought)

A. *Growing old every day.* ______________________

B. *To see the sun.* ______________________

C. *Eating a big breakfast.* ______________________

D. *Supplying the warehouse.* ______________________

E. *Filled with money.* ______________________

F. *Avoiding the angry people.* ______________________

G. *Mixing cakes and pies.* ______________________

ASSIGNMENT SHEET #2

H. *Mopping the floors.* ____________________

____

I. *My cousin who lives in California.* ____________________

____

J. *Causing danger to the community.* ____________________

____

K. *Especially from someone as nice as you.* ____________________

____

L. *Another one.* ____________________

____

M. *To help her cook the cakes.* ____________________

____

N. *Aiming the pole upward.* ____________________

____

O. *Getting busier everyday.* ____________________

____

P. *Even though it means hard work.* ____________________

____

Q. *Across the hills.* ____________________

____

R. *Gathered the eggs.* ____________________

____

S. *Because it works.* ____________________

____

T. *Work in class.* ____________________

____

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #3--WRITE COMPLETE SENTENCES TO ANSWER QUESTIONS

NAME ______________________________ SCORE ________________

A complete sentence is a group of words containing a subject and verb and expressing a complete thought.

Answer the following questions in complete sentences.

EXAMPLE: What is your favorite pastime?

My favorite pastime is writing in my diary.

A. Do you always eat breakfast before going to school?

B. What is your favorite pastime?

C. What is your favorite sport?

D. Do you enjoy travelling?

E. If you could visit any city in the world for one week, what city would you visit?

F. Why would you want to visit this city?

ASSIGNMENT SHEET #3

G. What career have you planned for yourself?

____

____

H. What school course do you enjoy the most?

____

____

I. What school course do you least enjoy?

____

____

J. What was the purpose of this assignment?

____

____

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #4--SELECT RUN-ON SENTENCES FROM A PARAGRAPH

NAME ______________________________ SCORE ____________________

A run-on sentence is two or more sentences run together as one.

In the following paragraph write a slash mark (/) to show where sentences are run together.

EXAMPLE: I am going to the shop/then I am going home.

Babies require a lot of care their little tempers seem to flare when everything does not go their way no matter how old they are, when their diapers are wet or not pinned just right, they become angry if their food is too hot or too cold, they do not seem to be satisfied bottles of milk have to be just the right temperature or they will reject them sleep habits must be formed early or Baby will really be cross some babies are irritable if they sleep too long or not long enough blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time toys are, or should be, a baby's favorite item, but some toys are thrown over the top of a playpen by even the youngest little critters.

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #5--CORRECT RUN-ON SENTENCES

NAME ______________________________ SCORE ____________________

A run-on sentence is two or more sentences run together as one sentence.

PART I

Correct the following run-on sentences by writing a period at the end of one sentence and writing a capital letter at the beginning of the new sentence.

EXAMPLE: I want to go to school today is the class party.
I want to go to school. Today is the class party.

A. The carpenters built the houses every day one more house became prettier.

B. Sheriff Morrison caught the criminals they were escaping by pickup truck.

C. The flower beds were covered by clover it was the brightest green.

D. Vocational skills help in everyday life we need them for everyday living.

E. Green trees were burning in the mountains smoke billowed high into the sky.

PART II

Correct the following run-on sentences by writing a semicolon where the sentences should be separated.

EXAMPLE: He washed and dried the bed linen then he made the bed.
He washed and dried the bed linen; then he made the bed.

A. Hammers and saws were hanging on the wall everyone had returned them to their correct places.

B. We used the router on the door the design was prettier than before.

C. Sentences must be separated they can not be jammed together.

D. All the fruit was gone from the grocery store the new supplies of fresh fruit had not arrived.

E. Mr. Henson gave a lecture on shop safety we enjoyed listening to him.

PART III

Correct the following run-on sentences by separating them with a comma and a coordinating conjunction.

EXAMPLE: The car went off the road the driver wasn't injured.
The car went off the road, but the driver wasn't injured.

ASSIGNMENT SHEET #5

A. Characters in movies are fascinating old movies have the best characters, I think.

B. No one can go to the party no one will be too sad that they missed it.

C. The hospital building was under construction tools were needed badly.

D. I have things to do I can't wait around much longer.

E. The boys didn't call we really didn't care.

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ASSIGNMENT SHEET #6--WRITE A PARAGRAPH FREE OF RUN-ON SENTENCES

NAME ______________________________ SCORE ____________________

Run-on sentences are not separated by any punctuation mark. They must be separated by an end mark.

Write a paragraph of at least seven sentences. Separate each sentence with an end mark, and begin each with a capital letter. Relate your paragraph to an exercise in your vocational class. Remember to indent your first sentence.

SENTENCES FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I--B, C, D, F, G, I, J, K, N, R, S

PART II

A. After driving hundreds of miles.

B. Having finally made her selection.

C. Shopping for material.

D. Where we saw different types of fabric care labels.

E. When she warned the students of the fire.

F. In the hard dirt.

G. Before hanging the cabinets.

H. Then to see our cousins.

I. Trying to learn a hobby.

J. The kind I like.

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

Babies require a lot of care/their little tempers seem to flare when everything does not go their way/no matter how old they are, when their diapers are wet or not pinned just right, they become angry/if their food is too hot or too cold, they do not seem to be satisfied/bottles of milk have to be just the right temperature or they will reject them/sleep habits must be formed early or Baby will really be cross/some babies are irritable if they sleep too long or not long enough/blankets bother some babies; however, most like to cuddle and snuggle up to three blankets at a time/toys are, or should be, a baby's favorite item, but some toys are thrown over the top of the playpen by even the youngest little critters.

Assignment Sheet #5

PART I

A. houses. Every

B. criminals. They

C. clover. It

D. life. We

E. mountains. Smoke

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. wall; everyone

B. door; the

C. separated; they

D. store; the

E. safety; we

PART III

A. fascinating, *but* or *and*

B. party, *but*, *and*, or *yet*

C. construction, *and*

D. do, *and*

E. call, *but*, *and* or *yet*

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

TEST

NAME ______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Apart; to split something apart

______b. Two or more sentences run together as one sentence

______c. Group of words containing a subject and verb and expressing a complete thought

______d. Put something together

______e. Part of a sentence; an incomplete sentence

______f. Group of sentences that develops one main idea

______g. Coming before

______h. A part broken away from a whole; piece

1. Run-on sentence
2. Attach
3. Sentence
4. Preceding
5. Separate
6. Sentence fragment
7. Fragment
8. Paragraph

2. Select sentence fragments from the following list. Write an "X" in the blank before each sentence fragment.

______a. Various types of building boards are used in housing.

______b. Holding screws and nails in a carpenter's apron.

______c. Because they have little or no strength.

______d. That the carpet is shampooed.

______e. Welding two pieces of metal at a right angle.

______f. Welding requires a steady hand.

______g. Use a deck brush.

______h. Also the vacuum attachment.

______i. A T-square was used to square the window sill.

______j. To the place of employment.

TEST

3. Correct the sentence fragments in the following problems. Write the corrected fragments on the lines below each problem.

   a. Jane built a doghouse. Using some old lumber her dad gave her.

   ____

   ____

   b. After lowering his welding helmet. Tom began to weld the two pieces of metal.

   ____

   ____

   c. I went to the fabric store yesterday. To select some material for a project in my home economics class.

   ____

   ____

   d. We went fishing yesterday. Because the weather was very warm and sunny.

   ____

   ____

4. Select run-on sentences from the following paragraph. Write a slash mark (/) to show where sentences are run together.

   Baby-sitters must be aware of all kinds of little problems they might not know Baby's favorite toy, or the way Baby likes her food, or the way she likes her diapers pinned if they are unaware of her likes or dislikes they may have a miserable evening all parents need to leave a list of do's and dont's for the baby's care a phone number where parents may be reached is a must all in all, little ones are enjoyable if their needs are understood.

TEST

5. Correct the run-on sentences in the following paragraph. Write the correct end marks, and write a capital letter at the beginning of each new sentence.

MAKING PLYWOOD

The most familiar type of plywood used in the United States is made from Douglas fir short logs are thrown into a lathe a thin layer of wood is peeled off this thin layer is straightened, cut to convenient sizes, covered with glue, and laid with the grain up in crossed layers it is then subjected to heat and pressure this is the plywood of industry, one of our most useful building items.

6. Write complete sentences from sentence fragments. Correct the following fragments by rewriting them as complete sentences.

a. *Excited by the people.* ______________________________

____

____

b. *Usually harder to do.* ______________________________

____

____

c. *Sharpening the hacksaw.* ____________________________

____

____

d. *To make mitered corners on the bed sheets.* ______________

____

____

e. *That the teacher showed us.* __________________________

____

____

TEST

7. Write a paragraph free of run-on sentences.

SENTENCE FRAGMENTS AND RUN-ON SENTENCES
UNIT IV

ANSWERS TO TEST

1. a. 5
   b. 1
   c. 3
   d. 2
   e. 6
   f. 8
   g. 4
   h. 7
2. b, c, d, e, h, j
3. Evaluated to the satisfaction of the instructor
4. Baby-sitters must be aware of all kinds of little problems/they might not know Baby's favorite toy, or the way Baby likes her food, or the way she likes her diapers pinned/if they are unaware of her likes or dislikes they may have a miserable evening/all parents need to leave a list of do's and don'ts for the baby's care/a phone number where parents may be reached is a must/all in all, little ones are enjoyable if their needs are understood.
5. MAKING PLYWOOD

   The most familiar type of plywood used in the United States is made from Douglas fir. Short logs are thrown into a lathe. A thin layer of wood is peeled off. This thin layer is straightened, cut to convenient sizes, covered with glue, and laid with the grain up in crossed layers. It is then subjected to heat and pressure. This is the plywood of industry, one of our most useful building items.
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor

CAPITAL LETTERS
UNIT V

UNIT OBJECTIVE

After completing this unit, the student should be able to apply capitalization rules. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Distinguish between characteristics of proper nouns and characteristics of common nouns.
3. Select from a list types of words that need capital letters.
4. Select from a list types of words that do not need capital letters.
5. Apply capitalization rules to words in a story.

CAPITAL LETTERS
UNIT V

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

   B. Provide students with information and assignment sheets.

   C. Discuss unit and specific objectives.

   D. Discuss information and assignment sheets.

   E. Provide students with maps of Oklahoma and the United States to assist them in completing Assignment Sheet #2.

   F. Have students make a poster board containing different examples of capitalization.

   G. Have students make their own labels for products.

   H. Have students write a paragraph containing proper nouns that need capital letters. Tell them to leave out all capital letters; then have them exchange papers with another student and let them correct each other's papers.

   I. Review each group of proper nouns with the students. Do this activity often.

   J. Encourage students to refer to the information sheet when they are working their assignment sheets.

   K. Tell students that the article "a" before a noun usually indicates a common noun, and common nouns do not need capital letters.

   L. Give test.

   M. Reteach if necessary.

II. Instructional material

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Assignment sheets

      1. Assignment Sheet #1--Distinguish Between Common Nouns and Proper Nouns

      2. Assignment Sheet #2--Capitalize Names of Particular Places

      3. Assignment Sheet #3--Capitalize Names of Races, Nationalities, and Religions

SUGGESTED ACTIVITIES

4. Assignment Sheet #4--Capitalize Names of Buildings and Organizations
5. Assignment Sheet #5--Capitalize Names of Special Events and Calendar Items
6. Assignment Sheet #6--Capitalize Names of School Subjects
7. Assignment Sheet #7--Capitalize People's Titles
8. Assignment Sheet #8--Capitalize Words Showing Family Relationships
9. Assignment Sheet #9--Capitalize Titles of Books, Magazines, Poems, Movies, Plays, Songs, Newspapers, and Television Shows
10. Assignment Sheet #10--Capitalize Words Referring to God and the Bible
11. Assignment Sheet #11--Capitalize the First Word of a Sentence and the Pronoun "I"
12. Assignment Sheet #12--Capitalize Parts of a Letter
13. Assignment Sheet #13--Capitalize Proper Names
14. Assignment Sheet #14--Capitalize Names of Planets, Stars, and Constellations
15. Assignment Sheet #15--Capitalize Product Names
16. Assignment Sheet #16--Capitalize Initials

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

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CAPITAL LETTERS
UNIT V

INFORMATION SHEET

I. Terms and definitions

   A. Capitalize--To begin words with a capital letter

   B. Proper noun--Part of speech that names a *particular* person, place, or thing

   (NOTE: Proper nouns are always capitalized.)

   C. Common noun--Part of speech that names a person, place, thing, or idea

   (NOTE: Common nouns are not capitalized.)

   D. Sentence--Group of words containing a subject and verb and expressing a complete thought

   E. Particular--Definite person, part, group, or thing; not general

   F. Italic--Type in which the letters slant upward and to the right

   EXAMPLE: *This is italic type.*

II. Characteristics of proper and common nouns (Assignment Sheet #1)

   A. Proper nouns

      1. Begin with capital letters

      2. Name particular people

      EXAMPLE: John Williams

      3. Name particular places

      EXAMPLE: Arrowhead Lodge

      4. Name particular things

      EXAMPLE: Statue of Liberty

   B. Common nouns

      1. Do not begin with capital letters

      2. Name people in general

      EXAMPLE: boy

INFORMATION SHEET

3. Name general things

   EXAMPLE: shirt

4. Name general places

   EXAMPLE: town

III. Types of words that need capital letters (Assignment Sheets #2-#16)

A. Geographical names (Assignment Sheet #2)

EXAMPLES: cities. .Oklahoma City

towns. .Stigler

countries. . . . . France

counties. . . . . Haskell

townships. . . . . .Warren Township

states. . . . . .Arkansas

continents . . . . North America

islands. . . . . Bahamas

bodies of water. . . . . .Atlantic Ocean, Red River, Boomer Lake

mountains. . . . . Rocky Mountains, Ozark Mountains

streets. . . . . .Mimosa Drive, Thirty-first Street

parks .Yellowstone National Park

sections of the country . . . . . .South, East, Southwest

(NOTE: Do not capitalize north, south, east, or west when they mean directions on a compass.)

B. Races, nationalities, and religions (Assignment Sheet #3)

EXAMPLES: Indian, British, Catholic

INFORMATION SHEET

C. Names of organizations, business firms, institutions and government bodies (Assignment Sheet #4)

EXAMPLES:	clubs	Vocational Industrial Clubs of America
	corporations	Chrysler Corporation
	hotels	Holiday Inn, Hilton Inn
	buildings	Dupont Building, Empire State Building
	theaters	Cinema Theater
	high schools	Henryetta High School
	colleges	Miami Jr. College, Oklahoma State University
	government bodies	Republican Party, House of Representatives

D. Historical events, special events, and calendar items (Assignment Sheet #5)

EXAMPLES:	days of the week	Tuesday
	months of the year	January
	holidays	Christmas, Thanksgiving
	events	World War II, Boston Tea Party, Parent's Day

E. School subjects that are languages or specifically numbered courses (Assignment Sheet #6)

EXAMPLES: English, French, History II, Algebra I

F. Titles used with or following the names of high government officials (Assignment Sheet #7)

(NOTE: President of the United States, Vice-President of the United States, and Cabinet members, such as the Secretary of the Treasury, always begin with a capital letter.)

EXAMPLES: George Bush, Vice-President of the United States, met with the Secretary of Agriculture.

The President of the United States held a press conference.

INFORMATION SHEET

G. Person's title when it comes before the person's name (Assignment Sheet #7)

EXAMPLES: Judge Ray Stephens, Superintendent Joe Ogle

(NOTE: If the title does not come *before* a person's name, it is not capitalized.)

EXAMPLE: The judge read the verdict.

H. Words showing family relationships when they come before a person's name (Assignment Sheet #8)

EXAMPLE: Aunt Helen came to my uncle's house for a visit.

I. Words such as mother, father, brother, sister when used in place of proper names (Assignment Sheet #8)

EXAMPLE: Yesterday Mother bought my materials for my CVET project.

J. First word and all important words of titles (Assignment Sheet #9)

EXAMPLES:	books	*Where the Red Fern Grows*
	magazines	*Ladies Home Journal, Time*
	poems	"The Rime of the Ancient Mariner"
	movies	*Smokey and the Bandit*
	newspapers	*Tulsa Tribune*
	television shows	*All in the Family, Gunsmoke*
	plays	*I Remember Mama*
	songs	"Home on the Range"

(NOTE: Titles of books, movies, newspapers, television shows, and plays are italicized as well as capitalized. When writing, underline the word to indicate italic type. Never underline the title of your own composition, however.)

K. Words referring to God, divisions of the Bible, and the Bible (Assignment Sheet #10)

EXAMPLES: The congregation prayed to God.
That old Bible has been in our family for years.
Matthew, Mark, Luke, and John are books in the New Testament.

L. First words of sentences (Assignment Sheet #11)

EXAMPLE: Dress neatly when interviewing for a job.

INFORMATION SHEET

M. Pronoun "I" (Assignment Sheet #11)

EXAMPLE: I washed the car, and I waxed the vinyl top.

N. Greeting, first word of closing, and address of a letter (Assignment Sheet # 12)

EXAMPLES: Dear Sir, Yours truly,

Mike Johnson
Box 353
Atoka, Oklahoma 74525

O. Proper names of persons (Assignment Sheet #13)

EXAMPLE: Rita Flannary

P. Ships, planets, monuments, stars, and constellations (Assignment Sheet #14)

EXAMPLES: North Star, Venus, Jupiter, Milky Way; Washington Monument; T*itanic*

(NOTE: Names of ships are italicized as well as capitalized. When writing, underline the word to indicate italic type.)

Q. Product brand names (Assignment Sheet #15)

EXAMPLES: Stanley tools, Devoe paint, Parkay margarine

(NOTE: Do not capitalize the products which the brand names identify.)

R. Initials (Assignment Sheet #16)

EXAMPLES: V.I.C.A., P.T.A., Y.M.C.A., F.H.A.

IV. Words that do *not* need capital letters

A. Seasons of the year

EXAMPLES: spring, summer, winter, fall

B. Directions

EXAMPLES: east, west, north, south

C. School years

EXAMPLES: freshman, sophomore, junior, senior

(NOTE: School years may be capitalized when they are part of a proper noun.)

EXAMPLE: The Senior Class practiced its graduation exercise

INFORMATION SHEET

D. School subjects that are not numbered or are not languages

EXAMPLES: math, art, carpentry

E. Hotels, theaters, colleges, and high schools when they are not part of a proper name

EXAMPLE: The high school building was painted during summer vacation.

F. Nouns that follow brand names

EXAMPLES: Parkay margarine, Chevrolet truck

G. Words that show family relationships when they do not come before or take the place of proper names

EXAMPLE: My aunt and uncle visited my sister and me.

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN COMMON NOUNS AND PROPER NOUNS

NAME______________________________ SCORE ______________

A common noun is a part of speech that names any person, place, thing, or idea. A proper noun names a *particular* person, place, or thing.

PART I

Write a "P" in the blank before each proper noun. Write a "C" in the blank before each common noun.

_____A. company

_____B. high school

_____C. Idabel High School

_____D. Rotary Club

_____E. Great Salt Lake

_____F. lake

_____G. resort

_____H. Fin and Feather Resort

_____I. George Ollie's Lumber Co.

_____J. Stanley Hardware Company

_____K. paint brush

_____L. Devoe Paint Company

_____M. Sherwin-Williams Paint Co.

_____N. Fuller Hardware Store

_____O. building

_____P. club

_____Q. Republican Party

_____R. Southwestern Bell Telephone Co.

ASSIGNMENT SHEET #1

_____ S. Atlantic Ocean

_____ T. woman

_____ U. summer

_____ V. History I

_____ W. fall

_____ X. senator

_____ Y. President of the United States

PART II

Change the common nouns in the following list to proper nouns.

EXAMPLE: building Empire State Building

A. boy ______________________________

B. girl ______________________________

C. holiday ______________________________

D. school ______________________________

E. month ______________________________

F. day ______________________________

G. school subject ______________________________

H. street ______________________________

I. county ______________________________

J. state ______________________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #2--CAPITALIZE NAMES OF PARTICULAR PLACES

NAME ______________________________ SCORE ______________

Capitalize the names of particular places: cities, towns, counties, townships, states, countries, continents, islands, bodies of water, mountains, streets, parks, and sections of the country.

PART I

Capitalize the names of particular places in each of the following sentences.

EXAMPLE: The $\overset{A}{\cancel{a}}$dirondack $\overset{M}{\cancel{m}}$ountains are in upstate $\overset{N}{\cancel{n}}$ew $\overset{Y}{\cancel{y}}$ork

A. Robert visited sallisaw, muskogee, and tulsa.

B. Is antlers a larger town than broken bow?

C. henryetta, okmulgee, and morris are in the same county.

D. lake eufaula is muddy in some areas.

E. The largest town in adair county is stilwell.

F. Follow grand avenue to reach the high school.

G. Many people ski in the rocky mountains.

H. Nancy visited germany, france, and italy.

I. Some of the people of africa and asia are starving.

J. The red river borders texas and oklahoma.

PART II

Look at a map of the United States. Write and capitalize the names of the states that surround Oklahoma.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

ASSIGNMENT SHEET #2

PART III

Look at a map of Oklahoma, or one for the state that you live in. Write the names of the counties that surround your hometown. Be sure to capitalize them correctly.

PART IV

Write and capitalize the names of the states that you have visited.

PART V

Write and capitalize the names of ten streets in your hometown.

A. ______

B. ______

C. ______

D. ______

ASSIGNMENT SHEET #2

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

PART VI

Cross out the small letter, and add a capital letter to names of places that appear in the following sentences.

EXAMPLE: Recently we travelled from $\overset{S}{\cancel{s}}$tillwater, $\overset{O}{\cancel{o}}$klahoma, to $\overset{T}{\cancel{t}}$aos, $\overset{N}{\cancel{n}}$ew $\overset{M}{\cancel{m}}$exico.

A. haskell county is in east central oklahoma.

B. The pacific ocean borders the western united states.

C. The hawaiian islands are part of the fifty united states.

D. The tishomingo wildlife refuge is on the north shore of lake texoma.

E. arrowhead lodge is in arrowhead state park near quinton, oklahoma.

F. disney, oklahoma, is not the home of disneyworld.

G. mexico is a country in north america.

H. The countries that make up north america are canada, the united states, and mexico.

I. stilwell, oklahoma, is a city in eastern oklahoma.

J. The blue ridge mountains are the easternmost range of the appalachian mountains, extending from southern pennsylvania to northern georgia.

K. kentucky is a state famous for breeding race horses.

L. boston, on an arm of the boston bay, is the capital of massachusetts.

M. china is a country in the far east.

N. If you live in the west, the customs of the east may seem strange.

O. alabama is a state noted for its cotton crops.

ASSIGNMENT SHEET #2

P. yellowstone national park is mostly in wyoming, but parts of it also extend into neighboring montana and idaho.

Q. The Quaranty Abstract Co. is located on the corner of high street and main avenue.

R. My family is moving to west street.

S. new york city is the largest city in new york state.

T. south africa contains some of the most beautiful beaches and countryside in the world.

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #3--CAPITALIZE NAMES OF RACES, NATIONALITIES, AND RELIGIONS

NAME ______________________ SCORE ____________

Capitalize names of races and religions.

Use the following words to write your own sentences. Be sure to capitalize correctly.

EXAMPLE: *chinese* It is fun to eat Chinese fortune cookies because of the messages they contain.

A. *indian* ______________________

B. *caucasian* ______________________

C. *british* ______________________

D. *catholic* ______________________

E. *african* ______________________

F. *baptist* ______________________

G. *negro* ______________________

H. *mexican* ______________________

I. *hawaiian* ______________________

J. *presbyterian* ______________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #4--CAPITALIZE NAMES OF BUILDINGS AND ORGANIZATIONS

NAME ______________________________ SCORE ______________

Capitalize the names of buildings and organizations: clubs, corporations, hotels, theaters, high schools, colleges, government bodies, and political parties.

PART I

Capitalize the names of buildings and organizations that appear in the following paragraphs.

On a hot summer day I decided to take a vacation in order to tour some areas of our state that I had never visited.

My first stop was at the state department of vocational and technical education building. It was located near the campus of oklahoma state university.

The facilities were excellent. In the hallways were displays of achievements of our future farmers of america and vocational industrial clubs of america organizations. Also in the building were the offices that are in charge of the area programs. One program was called coordinated vocational and educational training.

After my visit I decided to check into the holiday inn and prepare myself for my next visit, the state capitol building in Oklahoma City.

That evening I ate dinner at a restaurant called the late show. I also saw a movie at the grand theater. On my way back to the motel, I passed stillwater high school. It was a larger school than I expected.

The next day, I drove to the city and found the state capitol building. Sessions were going on in the chambers. Both political parties of our state, the democrats and the republicans, were conducting business.

After gaining an interest in political affairs and spending the better part of the day in Oklahoma City, I returned home with a better knowledge of the areas of business our great state contains.

ASSIGNMENT SHEET #4

PART II

Name and capitalize some of the buildings and organizations in the area of the state in which you live.

(NOTE: You may want to look in the phone book.)

EXAMPLE: *restaurants* The Magic Pan; Mazzio's Pizza; Hideaway; Satigo Hickory House

A. *clubs* ______________________

B. *corporations or companies* ______________________

C. *hotels* ______________________

D. *theaters* ______________________

E. *high schools* ______________________

F. *colleges* ______________________

G. *buildings* ______________________

PART III

Name and capitalize the names of organizations that you are or have been a member of, and the names of high schools you have attended.

____

____

____

____

____

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #5--CAPITALIZE NAMES OF SPECIAL EVENTS AND CALENDAR ITEMS

NAME ______________________________ SCORE ______________

Capitalize the names of special events and calendar items: historical events, days of the week, months of the year, and holidays.

PART I

Capitalize all special events and calendar items in the following sentences.

A. The declaration of independence is an important document.

B. world war II started in 1941.

C. During world war I men fought in trenches.

D. The civil war was a tragic period in history.

E. The fourth of july, also called independence day, celebrates the adoption of the declaration of independence.

F. The korean war was fought in the early 1950's.

G. The boston tea party happened in Boston, Massachusetts.

H. The yalta conference was held in the 1940's.

I. Many men died in the battle of waterloo.

J. The united states open tennis tournament is a special event.

PART II

Write and capitalize the days of the week.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

ASSIGNMENT SHEET #5

PART III

Write and capitalize the months of the year.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

K. ______________________________

L. ______________________________

PART IV

Capitalize the names of the following holidays.

A. *valentine's day* ______________________________

B. *st. patrick's day* ______________________________

C. *easter* ______________________________

D. *fourth of july* ______________________________

E. *mother's day* ______________________________

F. *father's day* ______________________________

G. *christmas* ______________________________

H. *thanksgiving day* ______________________________

I. *halloween* ______________________________

J. *labor day* ______________________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #6--CAPITALIZE NAMES OF SCHOOL SUBJECTS

NAME ______________________________ SCORE ______________

Capitalize school subjects that are languages, and school subjects that are specifically numbered.

PART I

Write a "C" in the blank before each school subject that needs a capital letter.

_____A. spanish

_____B. french

_____C. german

_____D. history

_____E. algebra

_____F. biology I

_____G. art

_____H. math

_____I. english

_____J. psychology

PART II

Fill out the enrollment card below with your class schedule. Capitalize the subjects that need capital letters.

CLASS SCHEDULE

Hour	Class
1st	______________________
2nd	______________________
3rd	______________________
4th	______________________
5th	______________________
6th	______________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #7--CAPITALIZE PEOPLE'S TITLES

NAME ______________________ SCORE __________

Capitalize people's titles when used before proper names.

(NOTE: The only instances in which a title is capitalized when it does not appear before a proper name are when naming the office of President of the United States, the Vice-President of the United States, and the President's Cabinet members such as the Secretary of Agriculture and the Secretary of the Treasury.)

Write sentences containing the following people and titles. Be sure to capitalize only the titles which need capital letters.

A. *lawyer Tom Murry* ______________________

B. *judge Roy Parker* ______________________

C. *doctor Randall Raugh* ______________________

D. *senator Bob Miller* ______________________

E. *a senator named Jim Jones* ______________________

F. *a president of the P.T.A.* ______________________

G. *president Ronald Reagan* ______________________

H. *the vice-president of the United States* ______________________

I. *the vice-president of the Senior Class* ______________________

J. *representative Gordon Thomas* ______________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #8--CAPITALIZE WORDS SHOWING FAMILY RELATIONSHIPS

NAME ______________________________ SCORE ______________

Capitalize words showing family relationships when they come before a person's name or when they are used in place of proper names.

Write sentences containing the relationships in the following list. Capitalize them correctly in the sentences you write.

A. *mother* ______________________________

____

B. *aunt Sara* ______________________________

____

C. *grandmother Ann* ______________________________

____

D. *brother* ______________________________

____

E. *sister* ______________________________

____

F. *my mother* ______________________________

____

G. *Jane's father* ______________________________

____

H. *uncle Henry* ______________________________

____

I. *grandfather Bob* ______________________________

____

J. *his sister* ______________________________

____

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #9--CAPITALIZE TITLES OF BOOKS, MAGAZINES, POEMS, MOVIES, PLAYS, SONGS, NEWSPAPERS, AND TELEVISION SHOWS

NAME ______________________________ SCORE ______________

Capitalize the first word and all important words in the titles of books, magazines, poems, movies, plays, songs, newspapers, and television shows.

PART I

Capitalize the titles in the following list. Rewrite each title in the space provided.

A. *gunsmoke* (television show) ______________________________

B. "it's a small world" (song) ______________________________

C. *jaws* (movie) ______________________________

D. "the raven" (poem) ______________________________

E. *daily oklahoman* (newspaper) ______________________________

F. *tulsa world* (newspaper) ______________________________

G. *the saturday evening post* (magazine) ______________________________

H. *time* (magazine) ______________________________

I. *u.s. news & world report* (magazine) ______________________________

J. *where the red fern grows* (book) ______________________________

K. *cry, the beloved country* (book) ______________________________

L. "the rime of the ancient mariner" (poem) ______________________________

M. *teahouse of the august moon* (play) ______________________________

N. *benson* (television show) ______________________________

O. *the dukes of hazzard* (television show) ______________________________

P. *reader's digest* (magazine) ______________________________

Q. *up the down staircase* (book) ______________________________

R. *urban cowboy* (movie) ______________________________

S. *of mice and men* (book) ______________________________

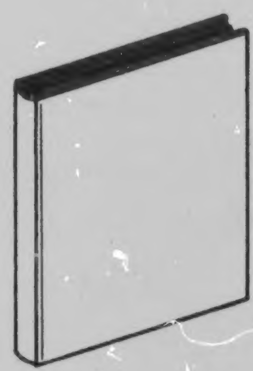
T. *ladies home journal* (magazine) ______________________________

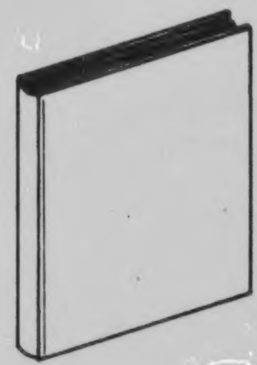
ASSIGNMENT SHEET #9

PART II

Write on the following covers the titles of five books you have read. Be sure to capitalize the titles correctly.

(NOTE: These titles should not be underlined [italicized] because you are not using them in a sentence.)





PART III

Write the names of five movies you have seen. Capitalize the titles correctly. Underline each to show that it should be printed in italic type.

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

ASSIGNMENT SHEET #9

PART IV

Write on the following covers the titles of five magazines you have read. Be sure to capitalize them correctly.

(NOTE: These titles should not be underlined [italicized] because you are not using them in a sentence.)

PART V

Write the names of five of your favorite television shows. Capitalize the titles correctly. Underline each to show that it should be printed in italic type.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #10--CAPITALIZE WORDS REFERRING TO GOD AND THE BIBLE

NAME ______________________________ SCORE ____________

Capitalize all words referring to God, divisions of the Bible, and books of the Bible.

Capitalize words referring to God and the Bible in the following sentences.

EXAMPLE: The story of ~~j~~Jonah is an exciting ~~b~~Bible story.

A. The second book of the bible is exodus.

B. Reading the bible is a comfort to some people.

C. The old testament and the new testament are divisions of the bible.

D. The creation of the earth is described in genesis.

E. matthew, mark, luke, and john are easy books to remember.

F. Many lessons of life are taught in proverbs.

G. Greg and I have been reading the book of ruth.

H. The new testament tells about jesus christ.

I. Many people pray to god for strength.

J. The congregation prayed to god.

K. The people asked for his blessing.

L. Can you repeat four words found in john 3:16?

M. That old bible belongs to Karen and me.

N. We learned the books of the bible at Sunday School.

O. The book of romans is one of my favorites.

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #11--CAPITALIZE THE FIRST WORD OF A SENTENCE AND THE PRONOUN "I"

NAME ______________________ SCORE ____________

The first word of a sentence and the pronoun "I" are always capitalized.

Write ten sentences related to your vocational class. Capitalize the correct words.

EXAMPLE: I learned how to apply for a social security card in my CVET English class.

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

F. ______________________

G. ______________________

H. ______________________

I. ______________________

J. ______________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #12--CAPITALIZE PARTS OF A LETTER

NAME ______________________ SCORE ____________

Capitalize the address, the greeting, and the first word of the closing in a letter.

PART I

Capitalize the following letter greetings. Rewrite each greeting in the space provided.

A. to whom it may concern: ______________________

B. dear sir: ______________________

C. dear dan, ______________________

D. dear coach, ______________________

E. dear mr. stephen myers: ______________________

F. attention g.l. street: ______________________

G. dear mrs. sparks, ______________________

H. dear aunt martha, ______________________

I. dear grandmother jones, ______________________

J. dearest andy, ______________________

PART II

Capitalize the following letter closings. Rewrite each closing in the space provided.

A. yours truly, ______________________

B. with deepest regret, ______________________

C. sincerely, ______________________

D. sincerely yours, ______________________

E. truly yours, ______________________

ASSIGNMENT SHEET #12

PART III

Capitalize the following addresses. Rewrite each address in the space provided.

A. mr. dow duke
624 arrow street
sallisaw, oklahoma 74955

B. mrs. cecil rippey
903 murray avenue
watts, oklahoma 74964

C. miss jalene davis
1716 grisso road
seminole, oklahoma 74868

D. general motors
1616 tulsa avenue
tulsa, oklahoma 74010

E. mr. jim eacret
rt. 169-f
morris, oklahoma 74445

F. maurice evans
1202 king road
wilson, oklahoma 73463

G. mr. horace jackson
1219 penny drive
idabel, oklahoma 74745

ASSIGNMENT SHEET #12

H. miss alice blue
rural route 4
wright city, oklahoma 74766

I. jennifer talton
126 west seventh avenue
caddo, oklahoma 74729

J. morgan winters
1214 seymour street
kansas city, kansas 80358

PART IV

Construct the address of a letter, the greeting of a letter, and the closing of a letter. Be sure to capitalize the correct words.

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #13--CAPITALIZE PROPER NAMES

NAME________________________________ SCORE ______________

Capitalize a person's first, middle, and last name.

PART I

Capitalize the following proper names. Rewrite the names in the space provided.

A. linda gail henderson ________________________________

B. rita sue flannary ________________________________

C. hilma d. sparks ________________________________

D. eddie eugene smith ________________________________

E. jeffrey b. mills ________________________________

F. susan sterling schuyler ________________________________

G. joe david barnes ________________________________

H. paul gregory tatum ________________________________

I. shiela a.r. webster ________________________________

J. jay randall parks ________________________________

ASSIGNMENT SHEET#13

PART II

Write the full names of ten friends. Be sure to capitalize each name correctly.

A. ______________________________

B. ______________________________

C. ______________________________

D. ______________________________

E. ______________________________

F. ______________________________

G. ______________________________

H. ______________________________

I. ______________________________

J. ______________________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #14--CAPITALIZE NAMES OF PLANETS, STARS, AND CONSTELLATIONS

NAME______________________________________ SCORE ________________

Capitalize the names of planets, stars, and constellations. The words *sun*, *moon*, and *earth* are not usually capitalized.

Write a "C" in the blank before each word that should be capitalized.

_____A. milky way

_____B. pluto

_____C. the sun

_____D. the dog star

_____E. mercury

_____F. the moon

_____G. venus

_____H. north star

_____I. saturn

_____J. the earth

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #15–CAPITALIZE PRODUCT NAMES

NAME ______________________ SCORE ____________

Capitalize brand names of products but not the products which the names identify.

PART I

Capitalize the brand names in the following list. Rewrite each name in the space provided.

A. gampbell's soup ______________________

B. rolo dog food ______________________

C. squelch's grape juice ______________________

D. gert hair shampoo ______________________

E. unsure deodorant ______________________

F. prest toothpaste ______________________

G. foxima make-up ______________________

H. fruit of the tree underwear ______________________

I. stunley tools ______________________

J. defoe paint ______________________

PART II

Copy the names from five labels of products that are used in your vocational class. Be sure to capitalize them correctly.

A. ______________________

B. ______________________

C. ______________________

D. ______________________

E. ______________________

CAPITAL LETTERS
UNIT V

ASSIGNMENT SHEET #16--CAPITALIZE INITIALS

NAME________________________________ SCORE ________________

Capitalize initials.

PART I

Capitalize all initials in the following sentences. Cross out the lowercase letters and write the correct capital letters above them.

EXAMPLE: ~~t.j.~~ T.J. Lloyd is an expert mechanic.

A. I enjoy swimming at the y.m.c.a.

B. a.a. Barnsmith was at the meeting.

C. p.t.a. organizations help teachers and parents.

D. The letter asked us to r.s.v.p.

E. Dr. Tom Waters, d.d.s., cleaned my teeth.

F. r.v. Lookabaugh trained the carpenters.

G. Our English class is c.v.e.t.

H. Our school has f.f.a., f.h.a., and v.i.c.a.

I. The v.f.w. post raises money for veterans.

J. c.v. smith is a sophomore.

PART II

Write five initials related to your vocational trade class.

A. ________________________

B. ________________________

C. ________________________

D. ________________________

E. ________________________

CAPITAL LETTERS
UNIT V

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. C
B. C
C. P
D. P
E. P
F. C
G. C
H. P
I. P
J. P
K. C
L. P
M. P
N. P
O. C
P. C
Q. P
R. P
S. P
T. C
U. C
V. P
W. C
X. C
Y. P

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

PART I

A. Sallisaw, Muskogee, Tulsa
B. Antlers, Broken Bow
C. Henryetta, Okmulgee, Morris
D. Lake Eufaula
E. Adair County, Stilwell
F. Grand Avenue
G. Rocky Mountains
H. Germany, France, Italy
I. Africa, Asia
J. Red River, Texas, Oklahoma

PART II

A. Kansas
B. New Mexico
C. Texas
D. Arkansas
E. Missouri
F. Colorado

PART III--Evaluated to the satisfaction of the instructor

PART IV--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

PART V--Evaluated to the satisfaction of the instructor

PART VI

A. Haskell County, Oklahoma

B. Pacific Ocean, United States

C. Hawaiian Islands, United States

D. Tishomingo Wildlife Refuge, Lake Texoma

E. Arrowhead Lodge, Arrowhead State Park, Quinton, Oklahoma

F. Disney, Oklahoma; Disneyworld

G. Mexico, North America

H. North America, Canada, United States, Mexico

I. Stilwell, Oklahoma; Oklahoma

J. Blue Ridge Mountains, Appalachian Mountains, Pennsylvania, Georgia

K. Kentucky

L. Boston, Boston Bay, Massachusetts

M. China, Far East

N. West, East

O. Alabama

P. Yellowstone National Park, Wyoming, Montana, Idaho

Q. High Street, Main Avenue

R. West Street

S. New York City, New York State

T. South Africa

Assignment Sheet #3--Evaluated to the satisfaction of the instructor

Assignment Sheet #4

PART I

On a hot summer day I decided to take a vacation in order to tour some areas of our state that I had never visited.

My first stop was at the State Department of Vocational and Technical Education Building. It was located near the campus of Oklahoma State University.

The facilities were excellent. In the hallway were displays of achievements of our Future Farmers of America and Vocational Industrial Clubs of America organizations. Also in the building were the offices that are in charge of the area programs. One program was called Coordinated Vocational and Educational Training.

ANSWERS TO ASSIGNMENT SHEETS

After my visit I decided to check into the Holiday Inn and prepare myself for my next visit, the State Capitol Building in Oklahoma City.

That evening I ate dinner at a restaurant called The Late Show. I also saw a movie at the Grand Theater. On my way back to the motel, I passed Stillwater High School. It was a larger school than I expected.

The next day I drove to the city and found the State Capitol Building. Sessions were going on in the chambers. Both political parties of our state, the Democrats and the Republicans, were conducting business.

After gaining an interest in political affairs and spending the better part of the day in Oklahoma City, I returned home with a better knowledge of the areas of business our great state contains.

PART II--Evaluated to the satisfaction of the instructor

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

PART I

A. Declaration of Independence
B. World War II
C. World War I
D. Civil War
E. Fourth of July, Independence Day, Declaration of Independence
F. Korean War
G. Boston Tea Party
H. Yalta Conference
I. Battle of Waterloo
J. United States Open Tennis Tournament

PART II

A. Monday
B. Tuesday
C. Wednesday
D. Thursday
E. Friday
F. Saturday
G. Sunday

ANSWERS TO ASSIGNMENT SHEETS

PART III

A. January

B. February

C. March

D. April

E. May

F. June

G. July

H. August

I. September

J. October

K. November

L. December

PART IV

A. Valentine's Day

B. St. Patrick's Day

C. Easter

D. Fourth of July

E. Mother's Day

F. Father's Day

G. Christmas

H. Thanksgiving Day

I. Halloween

J. Labor Day

Assignment Sheet #6

PART I--A, B, C, F, I

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9

PART I

A. *Gunsmoke*

B. "*It's a Small World*"

C. *Jaws*

D. "*The Raven*"

E. *Daily Oklahoman*

F. *Tulsa World*

G. *The Saturday Evening Post*

H. *Time*

I. *U.S. News & World Report*

J. *Where the Red Fern Grows*

ANSWERS TO ASSIGNMENT SHEETS

K. *Cry, the Beloved Country*
L. "The Rime of the Ancient Mariner"
M. *Teahouse of the August Moon*
N. *Benson*
O. *The Dukes of Hazzard*
P. *Reader's Digest*
Q. *Up the Down Staircase*
R. *Urban Cowboy*
S. *Of Mice and Men*
T. *Ladies Home Journal*

PART II--Evaluated to the satisfaction of the instructor

PART III--Evaluated to the satisfaction of the instructor

PART IV--Evaluated to the satisfaction of the instructor

PART V--Evaluated to the satisfaction of the instructor

Assignment Sheet #10

A. Bible, Exodus
B. Bible
C. Old Testament, New Testament, Bible
D. Genesis
E. Matthew, Mark, Luke, John
F. Proverbs
G. Ruth
H. New Testament, Jesus Christ
I. God
J. God
K. His
L. John
M. Bible
N. Bible
O. Romans

Assignment Sheet #11–Evaluated to the satisfaction of the instructor

Assignment Sheet #12

PART I

A. To Whom It May Concern:
B. Dear Sir,
C. Dear Dan,
D. Dear Coach,
E. Dear Mr. Stephen Meyers:
F. Attention G.L. Street:
G. Dear Mrs. Sparks,
H. Dear Aunt Martha,
I. Dear Grandmother Jones,
J. Dearest Andy,

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. Yours truly,

B. With deepest regret,

C. Sincerely,

D. Sincerely yours,

E. Truly yours,

PART III

A. Mr. Dow Duke
624 Arrow Street
Sallisaw, Oklahoma 74955

B. Mrs. Cecil Rippey
903 Murray Avenue
Watts, Oklahoma 74964

C. Miss Jalene Davis
1716 Grisso Road
Seminole, Oklahoma 74868

D. General Motors
1616 Tulsa Avenue
Tulsa, Oklahoma 74010

E. Mr. Jim Eacret
Rt. 169-F
Morris, Oklhaoma 74445

F. Maurice Evans
1202 King Road
Wilson, Oklahoma 73463

G. Mr. Horace Jackson
1219 Penny Drive
Idabel, Oklahoma 74745

H. Miss Alice Blue
Rural Route 4
Wright City, Oklahoma 74766

I. Jennifer Talton
126 West Seventh Avenue
Caddo, Oklahoma 74729

J. Morgan Winters
1214 Seymour Street
Kansas City, Kansas 80358

PART IV--Evaluated to the satisfaction of the instructor

Assignment Sheet #13

PART I

A. Linda Gail Henderson

B. Rita Sue Flannary

C. Hilma D. Sparks

D. Eddie Eugene Smith

E. Jeffrey B. Mills

F. Susan Sterling Schuyler

G. Joe David Barnes

H. Paul Gregory Tatum

I. Shiela A.R. Webster

J. Jay Randall Parks

PART II--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #14--A, B, D, E, G, H, I

Assignment Sheet #15

PART I

A. Gampbell's soup

B. Rolo dog food

C. Squelch's grape juice

D. Gert hair shampoo

E. Unsure deodorant

F. Prest toothpaste

G. Foxima make-up

H. Fruit of the Tree underwear

I. Stunley tools

J. Defoe paint

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #16

PART I

A. Y.M.C.A.

B. A.A. Barnsmith

C. P.T.A.

D. R.S.V.P.

E. D.D.S.

F. R.V. Lookabaugh

G. C.V.E.T.

H. F.F.A., F.H.A., V.I.C.A.

I. V.F.W.

J. C.V. Smith

PART II--Evaluated to the satisfaction of the instructor

CAPITAL LETTERS
UNIT V

TEST

NAME ________________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____ a. Part of speech that names a person, place, thing, or idea

_____ b. To begin words with a capital letter

_____ c. Group of words containing a subject and verb and expressing a complete thought

_____ d. Part of speech that names a *particular* person, place, or thing

_____ e. Definite person, part, group, or thing; not general

_____ f. Type in which the letters slant upward and to the right

1. Particular
2. Sentence
3. Proper noun
4. Capitalize
5. Common noun
6. Italic

2. Distinguish between the characteristics of proper nouns and the characteristics of common nouns. Write a "P" in the blanks before characteristics of proper nouns. Write a "C" in the blanks before characteristics of common nouns.

_____ a. Do not begin with capital letters

_____ b. Name particular places

_____ c. Begin with capital letters

_____ d. Name particular people

_____ e. Name people in general

_____ f. Name general things

_____ g. Name general places

_____ h. Name particular things

3. Select from the following list types of words that need capital letters. Write an "X" in the blank before each type of word that needs a capital letter.

_____ a. First word of a sentence

_____ b. The pronoun "I"

TEST

______c. Proper names of persons

______d. Geographical names

______e. Names of organizations, business firms, institutions, and government bodies

______f. Common nouns

______g. Historical events, special events, and calendar items

______h. Directions

______i. Product brand names

______j. Races, nationalities, and religions

______k. Ships, planets, monuments, stars, and constellations

______l. Seasons of the year

______m. School subjects that are languages or specifically numbered courses

______n. Titles used with or following the names of high government officials

______o. School years

______p. Person's title when it comes before the person's name

______q. Words showing family relationships when they come before a person's name

______r. Nouns that follow brand names

______s. Words such as mother, father, brother, sister when used in place of proper names

______t. First word and all important words of titles

______u. Words referring to God, divisions of the Bible, and the Bible

______v. Greeting, first word of closing, and address of a letter

______w. Initials

4. Select from the following list types of words that do not need capital letters. Write an "X" in the blank before each type of word that does not need a capital letter.

______a. Proper nouns

______b. Seasons of the year

TEST

_____c. Directions

_____d. School years

_____e. Words referring to God

_____f. School subjects that are not numbered or are not languages

_____g. First word of a sentence

_____h. The pronoun "I"

_____i. Hotels, theaters, colleges, and high schools when they are not part of a proper name

_____j. Nouns that follow brand names

_____k. Words that show family relationships when they do not come before or take the place of proper names

5. Apply capitalization rules to words in a story. Mark out the incorrect small letters in the following story. Write the correct capital letters above them.

EXAMPLE: I study $\overset{E}{\cancel{e}}$nglish at $\overset{K}{\cancel{k}}$inton $\overset{H}{\cancel{h}}$igh $\overset{S}{\cancel{s}}$chool.

Just write a slogan

On our way to c.v.e.t english class yesterday, clint aston and i ran into my cousin helen. Clint and i had to stare at helen, a short, slim girl wearing wrangler blue jeans, construction boots, and a gray sweatshirt. "Well, helen, is this the new look for high school wear, " I asked, "or is this your costume for halloween?"

She laughed and said, "no, I'm dressed for mr. evans' auto mechanics course. I'll tell you all about it later."

TEST

Well, at lunchtime over hamburgers at the green country diner, she told us why she just had to learn all about cars. in the fall issue of *mechanics illustrated,* she had read about a contest sponsored by t.j. elkay and co., manufacturers of elkay parts and tools. All she had to do to win a new general motors cutlass was write a fifteen-word slogan for elkay parts and tools and get her letter postmarked before midnight on labor day.

She told clint and me that she was going to drive to florida during the easter vacation.

"In florida I'm planning to see the swannee river, which inspired the songwriter stephen foster," helen said. she then told clint that she also planned to see the st. louis cardinals train at long field in st. petersburg, florida, and the new york yankees train at miller higgins field.

"Well, helen, you'd better not make too many plans until you see if you win the contest," i told her.

helen just laughed and ran off to history class, smiling as if the cutlass were already hers and was parked out in front of our school, glenview high school.

"Don't worry about helen, " said clint. "your cousin is so zany that by labor day, she'll have forgotten all about the cutlass and will be studying english literature and weaving indian rugs"

CAPITAL LETTERS
UNIT V

ANSWERS TO TEST

1. a. 5 d. 3
   b. 4 e. 1
   c. 2 f. 6

2. a. C e. C
   b. P f. C
   c. P g. C
   d. P h. P

3. a, b, c, d, e, g, i, j, k, m, n, p, q, s, t, u, v, w

4. b, c, d, f, i, j, k

5. **Just Write a Slogan**

On our way to C.V.E.T. English class yesterday, Clint Aston and I ran into my cousin Helen. Clint and I had to stare at Helen, a short, slim girl wearing Wrangler blue jeans, construction boots, and a gray sweatshirt. "Well, Helen, is this the new look for high school wear," I asked, "or is this your costume for Halloween?"

She laughed and said, "No, I'm dressed for Mr. Evans' auto mechanics course. I'll tell you all about it later."

Well, at lunchtime over hamburgers at Green Country Diner, she told us why she just had to learn all about cars. In the fall issue of *Mechanics Illustrated*, she had read about a contest sponsored by T.J. Elkay and Co., manufacturers of Elkay parts and tools. All she had to do to win a new General Motors Cutlass was write a fifteen-word slogan for Elkay parts and tools and get her letter postmarked before midnight on Labor Day.

ANSWERS TO TEST

She told Clint and me that she was going to drive to Florida during the Easter vacation.

"In Florida I'm planning to see the Swannee River, which inspired the songwriter Stephen Foster," Helen said. She then told Clint that she also planned to see the St. Louis Cardinals train at Long Field in St. Petersburg, Florida, and the New York Yankees train at Miller Higgins Field.

"Well, Helen, you'd better not make too many plans until you see if you win the contest," I told her.

Helen just laughed and ran off to history class, smiling as if the Cutlass were already hers and was parked out in front of our school, Glenview High School.

"Don't worry about Helen," said Clint. "Your cousin is so zany that by Labor Day she'll have forgotten all about the Cutlass and will be studying English literature and weaving Indian rugs."

END MARKS
UNIT VI

UNIT OBJECTIVE

After completing this unit, the student should be able to apply the rules of punctuation for end marks when writing sentences. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match end marks to end mark punctuation rules.
3. Select correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences.
4. Write declarative sentences with correct end mark punctuation.
5. Write interrogative sentences with correct end mark punctuation.
6. Write exclamatory sentences with correct end mark punctuation.

END MARKS
UNIT VI

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Have students write sentences concerning incidents that have happened to them. Tell the students to leave out all end marks. Have the students exchange papers and punctuate each other's sentences.

   G. Play "Punctuation Baseball." Use a story for this game. Write it on the blackboard, leaving out all end marks. Have one student at the blackboard show on a baseball diamond the progress of the game and keep score. Each row of students is a team. Row one bats first. If the first player inserts the first needed end mark correctly, he or she advances to first base. If the second player supplies the second end mark needed, he or she goes to first base with the first player going to second. Three hits load the bases. Each hit after the third scores a run. If the answer is wrong, the batter is out. When three are out, so is the team.

   H. Remind the students to copy the entire sentence down when studying punctuation. Do not let them copy just the last word of a sentence.

   I. Give test.

   J. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Period

      2. TM #2--Question Mark

      3. TM #3--Exclamation Point

SUGGESTED ACTIVITIES

E. Assignment sheets

  1. Assignment Sheet #1--Punctuate Declarative Sentences
  2. Assignment Sheet #2--Punctuate Interrogative Sentences
  3. Assignment Sheet #3--Punctuate Exclamatory Sentences
  4. Assignment Sheet #4--Select Correct End Punctuation for Declarative, Imperative, Interrogative, and Exclamatory Sentences
  5. Assignment Sheet #5--Apply End Mark Punctuation Rules When Writing Declarative Sentences
  6. Assignment Sheet #6--Apply End Mark Punctuation Rules When Writing Interrogative Sentences
  7. Assignment Sheet #7--Apply End Mark Punctuation Rules When Writing Exclamatory Sentences

F. Answers to assignment sheets

G. Test

H. Answers to test

III. References

A. Christ, Henry I. *Modern English In Action*. Teacher's ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

C. Warriner, John E., and Mary E. Whitten. *English Grammar and Composition*. Teacher's Manual. New York: Harcourt Brace Jovanovich, Inc., 1977.

D. Warriner, John E., Mary E. Whitten, and Joseph C. Blumenthal. *English Workshop*. New York: Harcourt Brace Jovanovich, Inc., 1973.

END MARKS
UNIT VI

INFORMATION SHEET

I. Terms and definitions

   A. End mark--Punctuation used to show the end of a sentence

   B. Declarative sentence--Makes a statement

   C. Interrogative sentence--Asks a question

   D. Imperative sentence--Gives a command or request

   E. Exclamatory sentence--Shows strong feelings such as surprise, anger, or joy

   F. Period (.)--Mark that ends a declarative sentence

   G. Question mark (?)--Mark that ends an interrogative sentence

   H. Exclamation point (!)--Mark that ends an exclamatory sentence

   I. Quotation marks (" ")--Marks used to show where dialog or quoted material begins and ends

   J. Sentence--Group of words containing a subject and verb and expressing a complete thought

II. End mark punctuation rules

   A. Period (.)

      1. Place after declarative and some imperative sentences (Transparency #1; Assignment Sheets #1, #4, and #5)

         EXAMPLES: Mother waxed the car. (declarative)
         Wax the car. (imperative)

      2. Place inside end quotation marks

         EXAMPLE: She said, "Mother waxed the car."

   B. Question mark (?)

      1. Place after interrogative sentences (Transparency #2; Assignment Sheets #2, #4, and #6)

         EXAMPLE: Where are you taking her?

      2. Place inside end quotation marks when material quoted is a question

         EXAMPLE: Hank asked, "Is this our final exam?"

INFORMATION SHEET

3. Place outside end quotation marks when the sentence, but *not* material in quotation marks, is a question

   EXAMPLE: Who today can resist wearing "designer fashions"?

   (NOTE: An indirect question that is part of a statement is *not* followed by a question mark.)

   EXAMPLE: We asked the teacher what we should do.

C. Exclamation point (!)

1. Place after exclamatory sentences and some imperative sentences (Transparency #3; Assignment Sheets #3, #4, and #7)

   EXAMPLE: What luck we had!

2. Place inside end quotation marks when material quoted is an exclamation

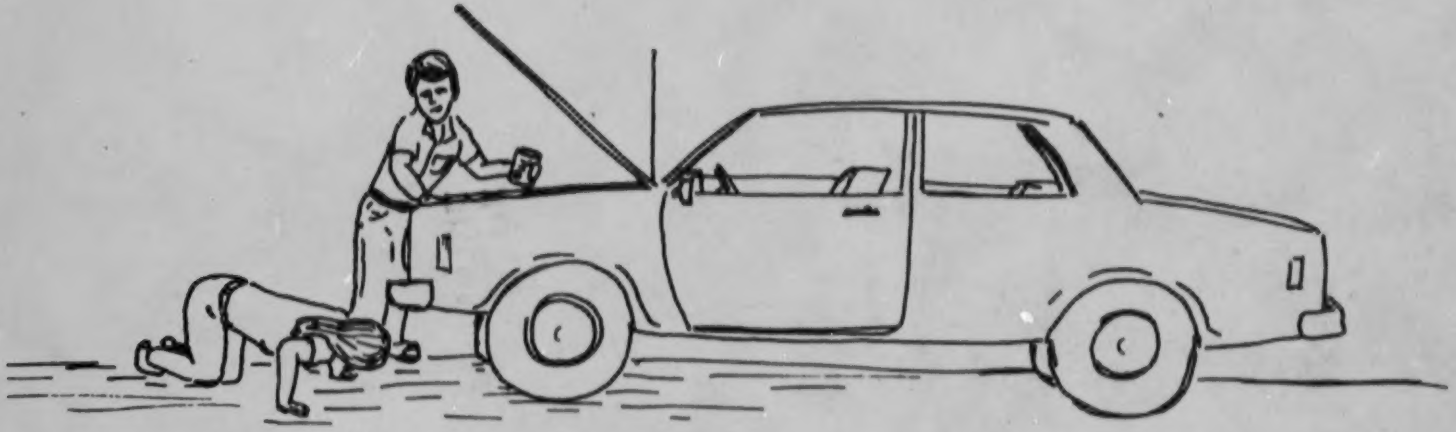
   EXAMPLE: He screamed, "Watch out!"

3. Place outside end quotation marks when the sentence, but *not* material in quotation marks, is a question

   EXAMPLE: Stop whistling "Dixie"!

Period

End declarative and some imperative sentences with a period.

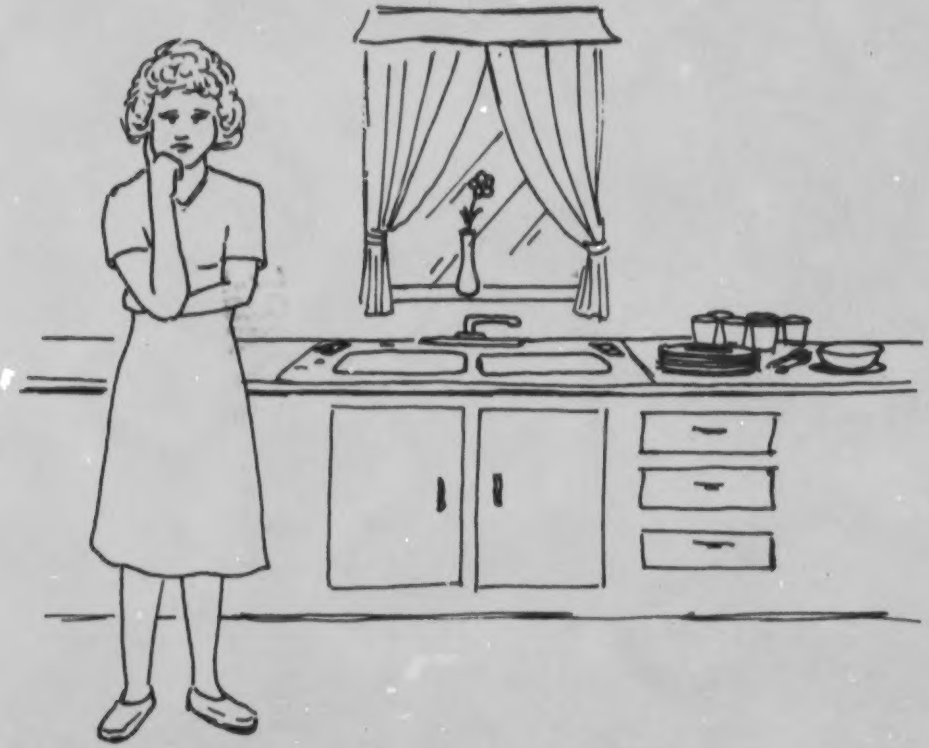


Check that engine for leaks.

The mechanics checked the engine for leaks.

Question Mark

End interrogative sentences with a question mark.



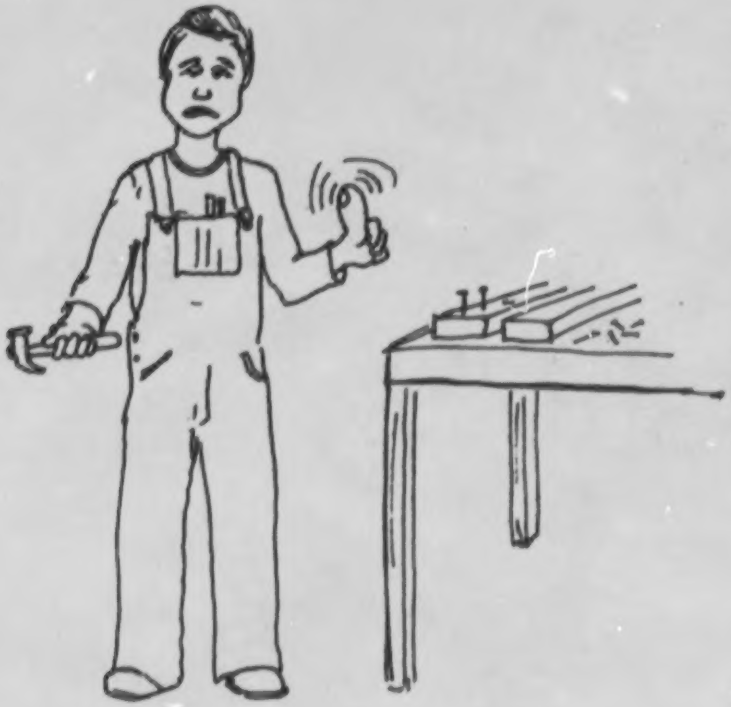
Where did I put the dish detergent?

TM #2

ENG I - 213-E

Exclamation Point

End exclamatory sentences and some imperative sentences with an exclamation point.



Ouch! That hurts!
Quick, get a bandage!

END MARKS
UNIT VI

ASSIGNMENT SHEET #1–PUNCTUATE DECLARATIVE SENTENCES

NAME ______________________ SCORE ______________

Declarative sentences end with a period.

PART I

Write a period at the end of each *declarative* sentence in the following list.

(NOTE: Make your periods large and dark enough for your instructor to see easily.)

EXAMPLE: I just returned from my summer vacation__.__

A. The hospital housekeeping aid waxed the floor_____

B. Were electricians working with hot wires_____

C. The resilient tile floors needed to be stripped_____

D. Was the router used on the French doors_____

E. Dwight Rogers teaches CVET at Sallisaw_____

F. Carlos asked if he was disturbing the class_____

G. Did I leave out some sentences_____

H. We took 4th place in the trade contest_____

I. She asked about the second floor apartment_____

J. They painted all of the apartment doors_____

PART II

Punctuate each of the following declarative sentences correctly. Supply the correct end mark and the end quotation marks when necessary. You may refer to your Information Sheet.

EXAMPLE: "Yes," the teacher said, "you should apply for a social security number__."__

A. I asked if I needed to apply for a social security number "in person______

B. The teacher replied, "Yes, you must apply in person_____

C. The teacher added, "You must also provide proof of your age_____

D. I asked what documents I would need_____

ASSIGNMENT SHEET #1

E. The teacher said, "You can take your birth certificate and your driver's license_____

F. The teacher asked if I had a driver's license_____

G. "Yes," I answered, "and I am a very good driver_____

H. The teacher discussed with the class the qualities of a "good driver_____

I. The class decided that "a good driver is someone who obeys traffic signals and the speed limit_____

J. The teacher agreed and added, "A good driver is also a patient and polite driver, someone who puts safety first_____

END MARKS
UNIT VI

ASSIGNMENT SHEET #2--PUNCTUATE INTERROGATIVE SENTENCES

NAME ________________________ SCORE ________________

An interrogative sentence asks a question and is followed by a question mark.

(NOTE: Remember that an indirect question that is part of a statement is *not* followed by a question mark.)

PART I

Write a question mark after each *interrogative* sentence in the following list.

EXAMPLE: Who knows where the wet mop is__?__

A. Do you plan to go on a vacation_____

B. Is your first or last name Oliver_____

C. How are you, Mrs. Brin_____

D. The class asked the teacher about the field trip_____

E. The student asked what size nail she should use_____

F. Who cleaned the kitchen so well_____

G. Were the committee members polite_____

H. May I buy a concert ticket here_____

I. Did she go to the concert, too_____

J. I wish I had more time to finish my project_____

PART II

Punctuate each of the following interrogative sentences. Supply the correct end mark and the end quotation marks. You may refer to your Information Sheet if necessary.

EXAMPLE: Have you ever read the poem "The Raven__"?__

A. Who said "All the world's a stage_____

B. "Is that building solar heated_____

C. Why does she always say, "We'll see_____

D. "May I borrow your carpenter's level_____

ASSIGNMENT SHEET #2

E. "Have you finished your homework_____

F. Why is this chapter titled "End Marks_____

G. "Where are my calipers_____

H. Why does the label on this garment read "Wash by Hand_____

I. "How does an outside micrometer work_____

J. "Will you please wash the dishes tonight_______

END MARKS
UNIT VI

ASSIGNMENT SHEET #3--PUNCTUATE EXCLAMATORY SENTENCES

NAME ______________________________ SCORE ____________________

An exclamatory sentence is followed by an exclamation mark.

Write an exclamation mark after each *exclamatory* sentence in the following list. Supply the end quotation marks also when necessary.

EXAMPLE: Eek, a mouse__!__

A. Look at him_____

B. Wow, what luck we had_____

C. The roof fell in_____

D. They yelled, "Get out_____

E. Leave me alone, please_____

F. Run for your life_____

G. "Watch out_____ he yelled.

H. Quick, close the door_____

I. Look at the circular saw blade_____

J. What an awful noise_____

END MARKS
UNIT VI

ASSIGNMENT SHEET #4--SELECT CORRECT END PUNCTUATION FOR DECLARATIVE, IMPERATIVE, INTERROGATIVE, AND EXCLAMATORY SENTENCES

NAME ______________________________ SCORE ____________________

Punctuate the following sentences correctly. Write a period after declarative and some imperative sentences, a question mark after interrogative sentences, and an exclamation point after exclamatory and some imperative sentences. Write end quotation marks in the correct position when necessary.

EXAMPLE: "Why must I tie back my hair when working on moving equipment ?"

A. "Today," the teacher announced, "you will practice washing, drying, and ironing select articles of clothing_____

B. "Do you all know how to find and read a garment care label_____

C. Read the care label carefully_____

D. Who can define the words "permanent press_____

E. The class began to sort the clothes_____

F. Jason asked, "Can this fabric be bleached_____

G. Sharon answered, "No, it cannot_____

H. Suddenly Sharon yelled, "Hey, watch out_____

I. Jason jumped back, startled_____

J. He asked Sharon why she had yelled_____

K. Sharon replied, "You almost put that red shirt in with these light clothes_____

L. Jason frowned and said, "So, what difference would it make_____

M. "It is not colorfast," explained Sharon_____

N. "That red shirt would turn the rest of the clothes pink_____

O. Is the wash cycle finished_____

P. Ouch, that metal buckle is hot_____

Q. Kelly asked what iron temperature to select for cotton fabrics_____

R. David asked if wool could be dried in a hot dryer_____

S. "What does the care label say?" asked the teacher_____

T. It says "Dry-clean only_____

END MARKS
UNIT VI

ASSIGNMENT SHEET #5--APPLY END MARK PUNCTUATION RULES WHEN WRITING DECLARATIVE SENTENCES

NAME ______________________________ SCORE ____________________

Declarative sentences make a statement and end with a period.

Write 10 declarative sentences using each of the words below. Place the period in the correct position. Make each sentence at least six words long.

EXAMPLE: *dryer* You forgot to turn on the dryer, and the clothes are still damp.

A. *cookie sheet* ____________________

B. *bolt* ____________________

C. *pans* ____________________

D. *builders* ____________________

E. *cabinet scraper* ____________________

F. *hand scraper* ____________________

G. *hospital bed* ____________________

H. *rug shampoo* ____________________

I. *dust mop* ____________________

J. *counter brush* ____________________

END MARKS
UNIT VI

ASSIGNMENT SHEET #6--APPLY END MARK PUNCTUATION RULES WHEN WRITING INTERROGATIVE SENTENCES

NAME ______________________ SCORE ______________

Interrogative sentences ask a question and end with a question mark.

Write 10 questions of your own. Place the question mark in the correct position. Make each sentence at least six words long.

EXAMPLE: How do you remove a stain from permanent press fabric?

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

I. ____

J. ____

END MARKS
UNIT VI

ASSIGNMENT SHEET #7--APPLY END MARK PUNCTUATION RULES WHEN WRITING EXCLAMATORY SENTENCES

NAME ____________________ SCORE ____________________

Exclamatory sentences show strong feelings such as surprise, anger, or joy. Exclamatory sentences end with an exclamation point.

Write 10 exclamatory sentences. Place the exclamation point in the correct position.

EXAMPLE: Watch out! That pot is boiling over!

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

J. ____________________

END MARKS
UNIT VI

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I--A, C, E, F, H, I, J

PART II

A. person."

B. person."

C. age."

D. need.

E. license."

F. license.

G. driver."

H. driver."

I. limit."

J. first."

Assignment Sheet #2

PART I--A, B, C, F, G, H, I

PART II

A. stage"?

B. heated?"

C. see"?

D. level?"

E. homework?"

F. Marks"?

G. calipers?"

H. Hand"?

I. work?"

J. tonight?"

Assignment Sheet #3

B. had!

D. out!"

F. life!

G. out!"

H. door!

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #4

A. clothing."

B. label?"

C. carefully.

D. press"?

E. clothes.

F. bleached?"

G. not."

H. out!"

I. startled.

J. yelled.

K. clothes."

L. make?"

M. Sharon.

N. pink."

O. finished?

P. hot!

Q. fabrics.

R. dryer.

S. teacher.

T. only."

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

END MARKS
UNIT VI

TEST

NAME ______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Punctuation used to show the end of a sentence

______b. Marks used to show where dialog or quoted material begins and ends

______c. Mark that ends a declarative sentence

______d. Mark that ends an interrogative sentence

______e. Makes a statement

______f. Asks a question

______g. Mark that ends an exclamatory sentence

______h. Gives a command or request

______i. Shows strong feelings such as surprise, anger, or joy

______j. Group of words containing a subject and verb and expressing a complete thought

1. End mark
2. Declarative sentence
3. Interrogative sentence
4. Imperative sentence
5. Exclamatory sentence
6. Period (.)
7. Question mark (?)
8. Exclamation point (!)
9. Quotation marks (" ")
10. Sentence

2. Match end marks to end mark punctuation rules. Write the correct numbers in the blanks. (Numbers may be used more than once; blanks may contain more than one number.)

______a. Place after interrogative sentences

______b. Place inside end quotation marks

______c. Place after declarative and some imperative sentences

______d. Place outside end quotation marks when the sentence, but *not* material in quotation marks, is a question

______e. Place after exclamatory sentences and some imperative sentences

______f. Place inside end quotation marks when material quoted is a question

1. Period (.)
2. Question mark (?)
3. Exclamation point (!)

TEST

3. Select correct end punctuation for declarative, imperative, interrogative, and exclamatory sentences. Write a period (.) after declarative and some imperative sentences, a question mark (?) after interrogative sentences, and an exclamation point (!) after exclamatory and some imperative sentences. Write end quotation marks (") in the correct position when necessary.

   a. Shut that door, please______

   b. "Quick," he yelled, "move over______

   c. He asked if he could go home______

   d. How did the CVET classes place in the contest______

   e. The cement splashed out of the mortar box______

   f. Where is the key labelled "Shop______

   g. She asked, "Are the bathing suits dry______

   h. Run for your life______

   i. They had carefully measured their materials______

   j. Show me where to place this board______

4. Write two declarative sentences with correct end mark punctuation.

   a. ____

   ____

   b. ____

   ____

5. Write two interrogative sentences with correct end mark punctuation.

   a. ____

   ____

   b. ____

   ____

6. Write two exclamatory sentences with correct end mark punctuation.

   a. ____

   ____

   b. ____

   ____

END MARKS
UNIT VI

ANSWERS TO TEST

1. a. 1
   b. 9
   c. 6
   d. 7
   e. 2
   f. 3
   g. 8
   h. 4
   i. 5
   j. 10
2. a. 2
   b. 1, 3
   c. 1
   d. 2, 3
   e. 3
   f. 2, 3
3. a. please.
   b. over!"
   c. home.
   d. contest?
   e. box.
   f. Shop"?
   g. dry?"
   h. life!
   i. materials.
   j. board.
4. Evaluated to the satisfaction of the instructor
5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor

APOSTROPHES
UNIT VII

UNIT OBJECTIVE

After completing this unit, the student should be able to use apostrophes correctly. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. State the uses of an apostrophe.
3. Match apostrophe rules to their correct forms of possession.
4. Distinguish between characteristics of plural nouns and characteristics of possessive nouns.
5. Write contractions.
6. Write the possessive form of singular nouns.
7. Write the possessive form of plural nouns ending in "s" or "es."
8. Select the possessive form of irregular plural nouns.
9. Use apostrophes correctly.

APOSTROPHES
UNIT VII

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Dictate words such as "are not," and have the students write the contraction form.

   G. Do not teach possessive singular and possessive plural the same day. If students have a great deal of difficulty, you might omit possessive plurals.

   H. Have students cut out newspaper and magazine advertisements that show the use of the apostrophe. Have them display their cut-outs on a poster board.

   I. Have students draw a cartoon showing the difference between a plural noun and a possessive noun. You may give them two sentences that show the difference.

   EXAMPLE: I watched the girls play basketball.

   I watched the girls' basketball team.

   J. Give test.

   K. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Singular Possession

      2. TM #2--Plural Possession

      3. TM #3--Irregular Plural Possession

SUGGESTED ACTIVITIES

E. Assignment sheets

   1. Assignment Sheet #1--Distinguish Between Plural Nouns and Possessive Nouns

   2. Assignment Sheet #2--Write Contractions

   3. Assignment Sheet #3--Write the Possessive Form of Singular Nouns

   4. Assignment Sheet #4--Write the Possessive Form of Plural Nouns Ending in "s" or "es"

   5. Assignment Sheet #5--Write the Possessive Form of Irregular Plural Nouns

   6. Assignment Sheet #6--Use Apostrophes Correctly

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Christ, Henry I. *Modern English In Action.* Teacher's Ed. Lexington, Massachusetts: D.C. Heath and Company, 1978.

B. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

C. Tressler, J.C., and Henry I. Christ. *English In Action.* Boston, Massachusetts: D.C. Heath and Company, 1955.

D. Warriner, John E., with Mary E. Whitten and Joseph C. Blumenthal. *English Workshop.* New York: Harcourt Brace Jovanovich, Inc., 1973.

APOSTROPHES
UNIT VII

INFORMATION SHEET

I. Terms and definitions

A. Apostrophe (')--Punctuation mark used to show ownership and to show where letters have been left out in contractions

B. Contraction--Word that has been shortened by the omission of one or two letters

EXAMPLE: *Doesn't* for *does not*

C. Noun--Part of speech which names a person, place, thing, or idea

D. Pronoun--Part of speech that takes the place of a noun

E. Possessive--Showing ownership

F. Plural noun--Noun which names more than one person, place, thing, or idea

G. Possessive noun--Noun that shows ownership

H. Possessive pronoun--Pronoun that shows ownership

EXAMPLES: His, her, their, its

I. Singular--One

J. Plural--More than one

K. Irregular plural--Noun that does not add "s" or "es" to form its plural

EXAMPLES: Men, women, children, people, oxen, mice

II. Uses of an apostrophe (Assignment Sheets #2 and #6; Transparencies #1-#3)

A. To show ownership

EXAMPLE: Sally's dress hung in the corner.

Whose dress? Sally's

B. To show where letters have been left out in a contraction

EXAMPLE: I can't find the solvent.

Can't = can not
The apostrophe (') stands for the letters "n" and "o" that are left out.

INFORMATION SHEET

III. Apostrophe rules (Assignment Sheets #2, #4, #5, and #6; Transparencies #1-#3)

A. Singular possessive--Add 's

EXAMPLE: The dog's hair was matted.

Dog = singular noun
Dog's = singular possessive noun

B. Plural possessive--Add s'

EXAMPLE: The babies' diapers filled the washing machine.

Babies = plural noun ending in "s"
Babies' = plural possessive noun

C. Irregular plural--Add 's

EXAMPLE: The women's club met Thursday afternoon.

Women = plural noun not ending in "s"
Women's = possessive plural noun

(NOTE: There are a small number of plural nouns that seem like singular nouns because they do not end in "s," as nearly all plural nouns do. The most common of these irregular plurals are *men, women, children*, and *people*. Treat them exactly as you do singular nouns, even though they are plural.)

D. Pronoun--Add 's to all but possessive case

EXAMPLE: Everyone's papers were graded.

(NOTE: Some personal pronouns [*I, you, he, she, they, it*] change their form to show possession [*mine, yours, his, her(s), their(s), its*]. These possessive case pronouns *never* use an apostrophe to show possession.)

IV. Characteristics of plural nouns and characteristics of possessive nouns (Assignment Sheets #1-#6)

A. Plural nouns

1. Indicate more than one

EXAMPLE: Children grow up fast.

Children = plural noun

2. Usually form by adding "s" or "es"

EXAMPLES: *Toy* = singular; *toys* = plural

Ash = singular; *ashes* = plural

INFORMATION SHEET

3. Sometimes form by changing spelling

   EXAMPLES: *Woman* = singular; *women* = plural

4. Sometimes spelled the same as singular noun

   EXAMPLE: Deer = singular; deer = plural

5. Do not show ownership

6. Do not contain an apostrophe

B. Possessive nouns

1. May be singular or plural

2. Show ownership

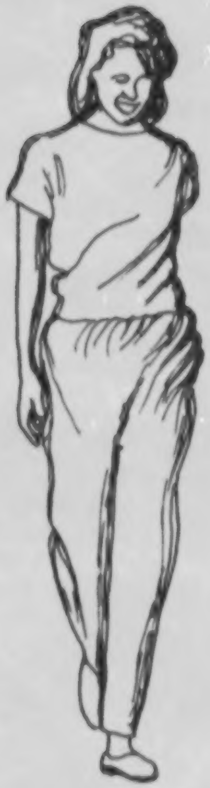
   EXAMPLE: Julie's canoe needed painting.

   Julie's = possessive noun.

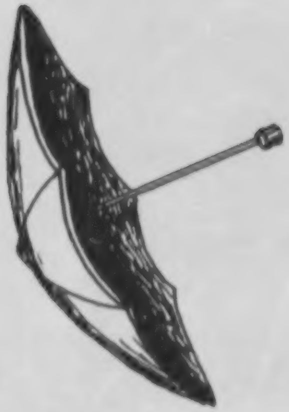
3. Contain an apostrophe

Singular Possession

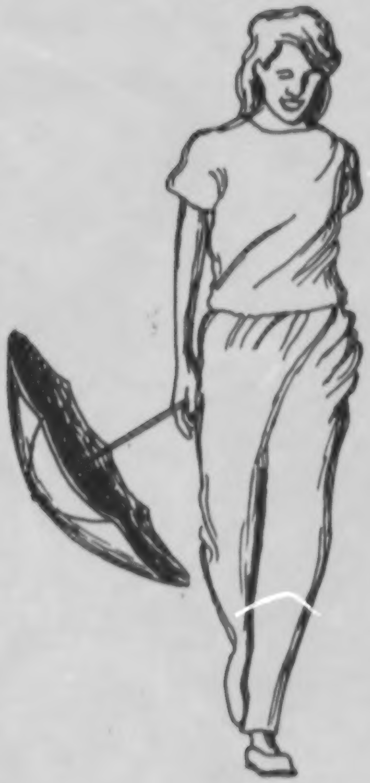
Girl



Umbrella



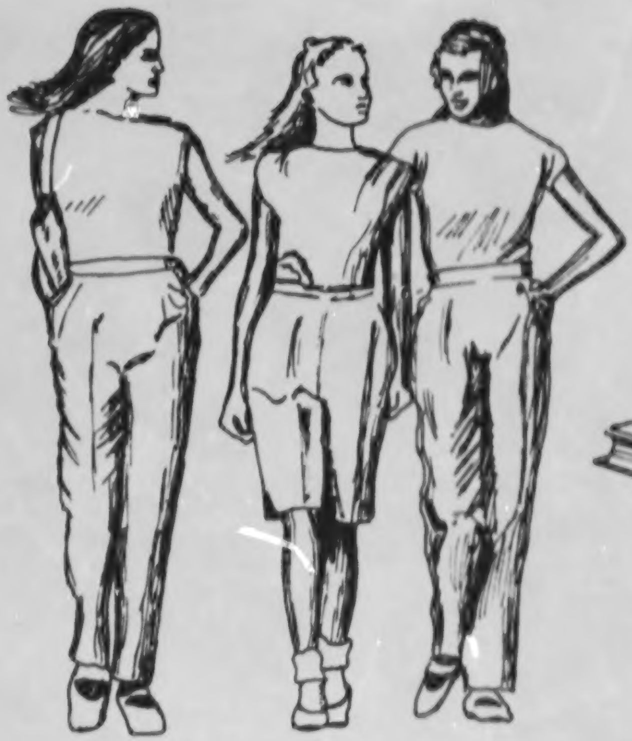
Girl's Umbrella



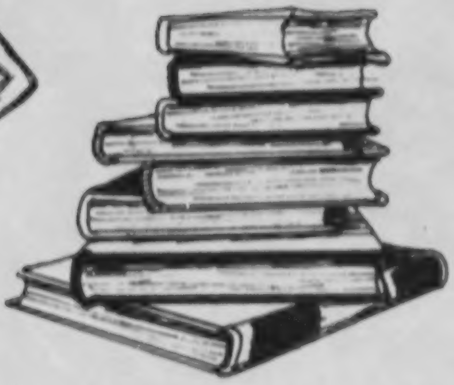
TM #1

ENG I - 245-E

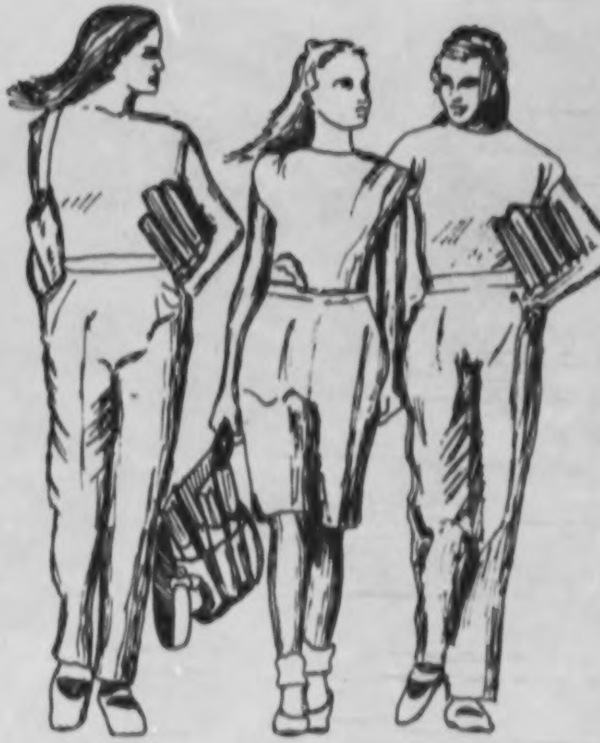
Plural Possession



Students



Books



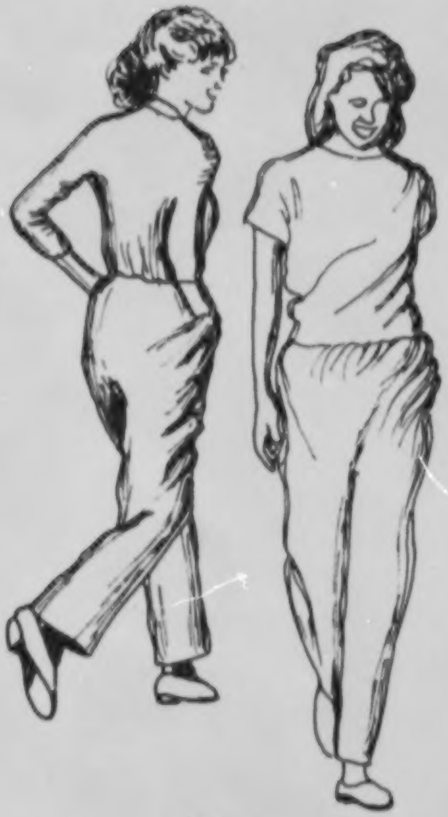
Students' Books

TM #2

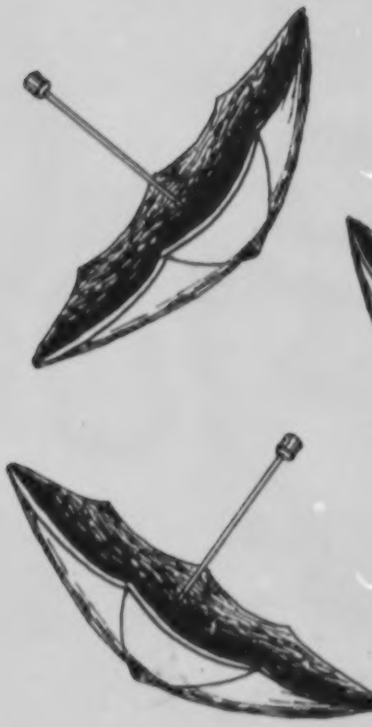
ENG I - 247-E

Irregular Plural Possession

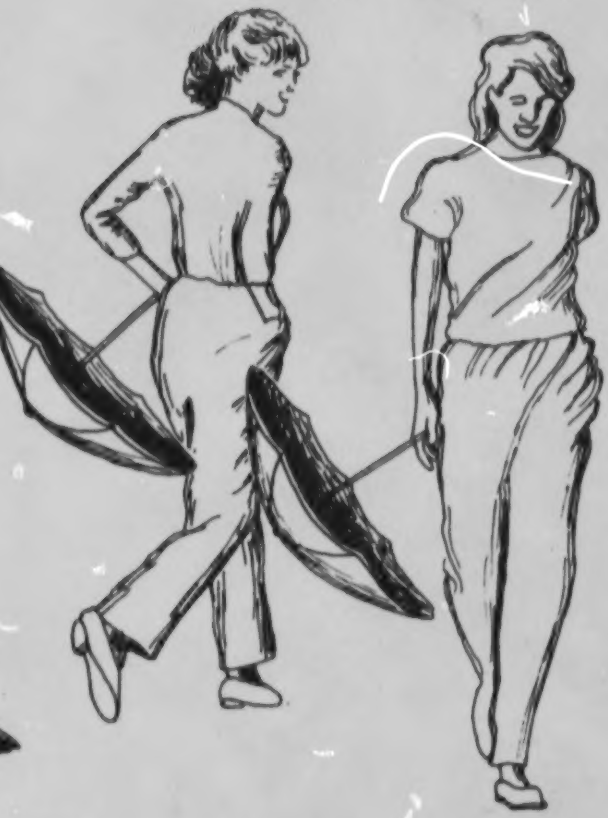
Women



Umbrellas



Women's Umbrellas



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TM #3

ENG I - 249-E

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #1–DISTINGUISH BETWEEN PLURAL NOUNS AND POSSESSIVE NOUNS

NAME ________________________________ SCORE ______________

A plural noun names more than one person, place, thing, or idea. A possessive noun shows ownership.

Write a "P" before the underlined words that are plural nouns and an "O" before the underlined words that are possessive nouns. If the underlined word is possessive, write an apostrophe in the correct place.

EXAMPLE: __P__ The CVET students worked on their assignment sheets.

__O__ That student's assignment sheet is perfect.

_____A. The woman purchased a bushel of apples.

_____B. The boys play touch football every afternoon.

_____C. Hammers nail all material that can be nailed.

_____D. A coyotes howl can be frightening when heard late at night.

_____E. A vacation of three weeks allows plenty of time for relaxing.

_____F. Each of the solvents needed to be mixed differently.

_____G. One of the workers installed the window glass.

_____H. Those ladies pocketbooks are made of leather.

_____I. Mr. Eatons gradebook is worn and frayed.

_____J. The wolves tracks showed clearly in the fresh snow.

_____K. A sailors uniform must be clean and neatly pressed.

_____L. The sailors swam in the clear, blue water.

_____M. Children were playing on the equipment in the city park.

_____N. The childrens playground contained modern play equipment.

_____O. Mrs. Eacrets students went on a field trip.

ASSIGNMENT SHEET #1

_____ P. Those paper boxes crush easily.

_____ Q. Stars sparkled brilliantly in the clear autumn sky.

_____ R. The moons glow was bright enough to light our way.

_____ S. Mrs. Jeffersons tomatoes are the largest in the county.

_____ T. The women helped the prom committee decorate the gym.

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #2--WRITE CONTRACTIONS

NAME ______________________ SCORE ______________

A contraction is a word (or words) that has been shortened by the omission of one or two letters. The apostrophe shows that a letter or letters has been left out.

Write your own contractions using the words below. Be sure to use the apostrophe to show where a letter or letters have been left out.

	Contraction
EXAMPLE: Could not	couldn't
A. were not	
B. should not	
C. has not	
D. do not	
E. is not	
F. are not	
G. does not	
H. I have	
I. I am	
J. you will	
K. it is	
L. let us	
M. we are	
N. he is	
O. you are	
P. that is	
Q. you will	
R. who is	
S. she is	
T. they are	

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #3--WRITE THE POSSESSIVE FORM OF SINGULAR NOUNS

NAME ______________________________ SCORE ______________

PART I

Write the possessive form of the following underlined singular nouns. Rewrite each underlined noun, adding an apostrophe in the correct position.

EXAMPLE: ____worker's____ The workers tools were put away neatly.

______________ A. My friends family often invites me to dinner.

______________ B. Sharyls dress was sewn from a designer pattern.

______________ C. A trees branches can ruin the guttering.

______________ D. The cars bumpers were covered with mud.

______________ E. The babys playpen was full of toys.

______________ F. A babys bottle should be cleaned thoroughly.

______________ G. Americas history is only a few hundred years old

______________ H. At least a days pay should be saved from each pay period.

______________ I. Broken Bows CVET teacher came to our school yesterday.

______________ J. An employees welfare is a prime concern of an employer.

______________ K. A doors finish is protective as well as decorative.

______________ L. That windows crack cannot be repaired.

______________ M. The customers watch had stopped running.

______________ N. Grandmas recipe for sugar cookies is a family secret.

______________ O. Tobys puppets were made from old socks.

______________ P. It took a weeks work to frame the house.

______________ Q. The officers uniform was navy blue with gold trim.

______________ R. The secretarys typewriter was replaced with a newer model.

______________ S. We did not want to buy the salesmans product.

______________ T. The elephants pulled the carnivals truck from the mud.

ASSIGNMENT SHEET #3

PART II

Circle the correct possessive form of each singular noun in the following sentences.

EXAMPLE: Mother often plays ([✓ Father's] Fathers') violin.

A. Completing my homework is a (nights', night's) work.

B. The workers were tired at (day's, days') end.

C. Watching a baby take its first step is one of (life's, lifes') joys.

D. That (mans', man's) tools are in poor repair.

E. A (mop's, mops') handle should be comfortable to grasp.

F. The whole family enjoyed my (uncles', uncle's) visit.

G. UNICEF is an organization which is trying to lessen the (worlds', world's) hunger.

H. This (classroom's, classrooms') desks need repairing.

I. My little brother wrote in my (sisters', sister's) notebook.

J. I heard about the accident on (today's, todays') news.

PART III

Add an apostrophe to all of the possessive singular nouns you find in the following story.

During Marys vacation, she decided to take her cousin to the zoo. The trip to the zoo was an hours ride on the old bus.

When Mary and her cousin arrived at the zoo, they were greeted by a monkeys chatter, a lions roar, and a seals bark. Marys cousins laughter could be heard blocks away.

The zoos director took them on a tour of the area. They noticed Mother Gooses picture on a wall. There was a sign below the picture stating, "A gooses life may last sixty-five years."

At the days end, Mary and her cousin were tired. They happily went to their homes.

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #4–WRITE THE POSSESSIVE FORM OF PLURAL NOUNS ENDING IN "S" OR "ES"

NAME ______________________________ SCORE ________________

To form the possessive of plural nouns ending in "es" or "s," add an apostrophe after the "s."

PART I

Write the possessive form for each of the following underlined plural nouns. Rewrite each underlined noun, adding an apostrophe in the correct position.

EXAMPLE: ___pianos'___ Those pianos keys need cleaning.

________________ A. Those formulas ingredients are kept secret.

________________ B. Those butterflies wings are the most beautiful I have seen.

________________ C. Several schools gymnasiums were decorated at prom time.

________________ D. All these farmers wheat crops were ruined by the hail.

________________ E. Those three hammers handles need to be repaired.

________________ F. The mint leaves stems are flat on each side rather than rounded.

________________ G. Those monkeys cages need to be cleaned.

________________ H. All the waitresses dresses were the same style.

________________ I. The two spies stories were not believed by anyone.

________________ J. The tornadoes paths nearly crossed.

PART II

Circle the correct possessive form of each plural noun in the following sentences.

EXAMPLE: The ([✓ babies'] babie's) toys were scattered about the house.

A. The two (rodeos', rodeo's) attractions differed very little.

B. Several (playroom's, playrooms') equipment is stored in that garage.

C. The high school (students', student's) papers showed much skill.

ASSIGNMENT SHEET #4

D. Ten (counties', countie's) votes have been tallied.

E. Those (hammer's, hammers') claws are broken.

F. The (echoes', echoe's) loudness hurt my ears.

G. Those (bushes', bushes's) leaves are diseased.

H. I borrowed my (parent's, parents') car.

I. The three (families', familie's) garage sale was a success.

J. The (glasses', glass'es) nosepieces are broken.

PART III

Write the plural and the possessive plural for each singular noun in the following list.

SINGULAR		PLURAL	POSSESIVE
EXAMPLE:	horse	horses	horses'
A.	friend		
B.	tool		
C.	grass		
D.	dairy		
E.	lady		
F.	tomato		
G.	solvent		
H.	mechanic		
I.	automobile		
J.	penny		

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #5--WRITE THE POSSESSIVE FORM OF IRREGULAR PLURAL NOUNS

NAME ______________________________ SCORE ______________

To form the possessive of a plural noun not ending in "s" or "es" you must add 's.

Write the plural and the possessive plural for each singular irregular noun in the following list.

SINGULAR	PLURAL	POSSESIVE PLURAL
EXAMPLE: moose	moose	moose's
A. child		
B. woman		
C. man		
D. ox		
E. sheep		
F. tooth		
G. goose		
H. deer		
I. mouse		
J. cactus		

APOSTROPHES
UNIT VII

ASSIGNMENT SHEET #6--USE APOSTROPHES CORRECTLY

NAME ______________________________ SCORE ______________

Use apostrophes correctly. Write the necessary apostrophes for all contractions and possessives in the following sentences. The number in parentheses after each sentence tells you how many apostrophes are needed in that sentence.

EXAMPLE: It's plain that the Joneses' house didn't need painting this year. (3)

A. Some ladies kitchens arent well-organized. (2)

B. Its collecting material for its nest. (1)

C. Whos the player whose violin is out of tune? (1)

D. Dont lubricate the doors hinges while its open. (3)

E. There was nobodys name after "Yours truly." (1)

F. Peoples ages are no ones business but their own. (2)

G. The childs rudeness to her teachers reflects her parents training. (2)

H. You cant expect to make up a weeks work in three days time. (3)

I. This stores policy is to sell items for less than other stores prices. (2)

J. Todays class wasnt as interesting as yesterdays. (3)

K. The three bears house needed a back door. (1)

L. He buys and sells peoples junk. (1)

M. Doesnt she know that you like yours well-done? (1)

N. Mr. Zanbarts, my fathers cousin, hasnt visited before. (2)

O. Charles Dickens book, *Great Expectations*, still sells well. (1)

APOSTROPHES
UNIT VII

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. P
B. P
C. P
D. O--coyote's
E. P
F. P
G. P
H. O--ladies'
I. O--Mr. Eaton's
J. O--wolves'
K. O--sailor's
L. P
M. P
N. O--children's
O. O--Mrs. Eacret's
P. P
Q. P
R. O--moon's
S. O--Mrs. Jefferson's
T. P

Assignment Sheet #2

A. weren't
B. shouldn't
C. hasn't
D. don't
E. isn't
F. aren't
G. doesn't
H. I've
I. I'm
J. you'll
K. it's
L. let's
M. we're
N. he's
O. you're
P. that's
Q. you'll
R. who's
S. she's
T. they're

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

PART I

A. friend's

B. Sharyl's

C. tree's

D. car's

E. baby's

F. baby's

G. America's

H. day's

I. Broken Bow's

J. employee's

K. door's

L. window's

M. customer's

N. Grandma's

O. Toby's

P. week's

Q. officer's

R. secretary's

S. salesman's

T. carnival's

PART II

A. night's

B. day's

C. life's

D. man's

E. mop's

F. uncle's

G. world's

H. classroom's

I. sister's

J. today's

ANSWERS TO ASSIGNMENT SHEETS

PART III

During Mary's vacation, she decided to take her cousin to the zoo. The trip to the zoo was an hour's ride on the old bus.

When Mary and her cousin arrived at the zoo, they were greeted by a monkey's chatter, a lion's roar, and a seal's bark. Mary's cousin's laughter could be heard blocks away.

The zoo's director took them on a tour of the area. They noticed Mother Goose's picture on a wall. There was a sign below the picture stating, "A goose's life may last sixty-five years."

At the day's end, Mary and her cousin were tired. They happily went to their homes.

Assignment Sheet #4

PART I

A. formulas'

B. butterflies'

C. schools'

D. farmers'

E. hammers'

F. leaves'

G. monkeys'

H. waitresses'

I. spies'

J. tornadoes'

PART II

A. rodeos'

B. playrooms'

C. students'

D. counties'

E. hammers'

F. echoes'

G. bushes'

H. parents'

I. families'

J. glasses'

ANSWERS TO ASSIGNMENT SHEETS

PART III

A. friends, friends'

B. tools, tools'

C. grasses, grasses'

D. dairies, dairies'

E. ladies, ladies'

F. tomatoes, tomatoes'

G. solvents, solvents'

H. mechanics, mechanics'

I. automobiles, automobiles'

J. pennies, pennies'

Assignment Sheet #5

A. children, children's

B. women, women's

C. men, men's

D. oxen, oxen's

E. sheep, sheep's

F. teeth, teeth's

G. geese, geese's

H. deer, deer's

I. mice, mice's

J. cacti or cactuses,
cacti's or cactuses'

Assignment Sheet #6

A. ladies'; aren't

B. It's

C. Who's

D. Don't; door's; it's

E. nobody's

F. People's; one's

G. child's; parents'

H. can't; week's; days'

I. store's; stores'

J. Today's; wasn't; yesterday's

K. bears'

L. people's

M. Doesn't

N. father's; hasn't

O. Dickens'

APOSTROPHES
UNIT VII

TEST

NAME ______________________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Noun which names more than one person, place, thing, or idea

_____b. Pronoun that shows ownership

_____c. Punctuation mark used to show ownership and to show where letters have been left out in contractions

_____d. Noun that shows ownership

_____e. Showing ownership

_____f. Word that has been shortened by the omission of one or two letters

_____g. Part of speech which names a person, place, thing, or idea

_____h. Part of speech that takes the place of a noun

_____i. Noun that does not add "s" or "es" to form its plural

_____j. One

_____k. More than one

1. Possessive noun
2. Noun
3. Pronoun
4. Apostrophe (')
5. Plural noun
6. Plural
7. Irregular plural
8. Singular
9. Contraction
10. Possessive pronoun
11. Possessive

2. State the uses of an apostrophe.

a. ____

b. ____

____

3. Match apostrophe rules to their correct forms of possession. Write the correct numbers in the blanks. Some numbers may be used more than once.

_____a. Singular possessive

_____b. Irregular plural

_____c. Plural possessive

_____d. Pronoun

1. Add 's
2. Add s'
3. Add 's to all but possessive case

TEST

4. Distinguish between characteristics of plural nouns and characteristics of possessive nouns. Write "PL" in the blanks before characteristics of plural nouns. Write "PO" in the blanks before characteristics of possessive nouns.

______a. Show ownership

______b. Do not show ownership

______c. Usually form by adding "s" or "es"

______d. Do not contain an apostrophe

______e. Indicate more than one

______f. Contain an apostrophe

______g. Sometimes form by changing spelling

______h. Sometimes spelled the same as singular noun

______i. May be singular or plural

5. Write contractions. Write the proper contraction for each of the following words.

		Contractions
a.	should not	______________________
b.	can not	______________________
c.	it is	______________________
d.	were not	______________________
e.	does not	______________________

6. Write the possessive form of singular nouns. Write the apostrophe in the correct position in each of the singular possessive nouns you find in the following story.

The Hunt

Clydes dog was a good coon hunter. Every night his dog would howl at the moon. That was the dogs signal that it wanted to go hunting.

The coons weren't too happy about this idea. They knew that the dog was a real threat to their homes.

TEST

Clyde said to his Dad, "Why don't you come along?"

Dads part in the hunt was to serve as a hunters guide.

The nights sounds were loud when Clyde and his dog readied themselves for their hunt.

"Everyones equipment is ready, and it's going to be an exciting night," said Clyde.

The dog promptly wagged its tail as it heard Dads footsteps approaching the doors facing its pen.

Dads and Clydes guns were packed into the trucks bed, and so was the dog.

Into the night they rode, with a trees leaves rustling and crickets chirping.

The nights hunt would be a time to remember.

7. Write the possessive form of plural nouns ending in "s" or "es." Write an apostrophe in the correct position in the following plural nouns ending in "s" and "es."

   a. two babies_____ toys

   b. all butterflies_____ wings

   c. several cookies_____ ingredients

   d. the nails_____ price

   e. the hammers_____ claws

8. Select the possessive form of irregular plural nouns. Circle the correct possessive form in parentheses for each of the following irregular plural nouns.

   a. The (childrens', children's) toys were broken.

   b. The (deer's, deers') horns were chipped.

   c. (Mens', Men's) ties are varied in color and design.

9. Use apostrophes correctly. Write the necessary apostrophes for all contractions and possessives in the following sentences. Some sentences may need more than one apostrophe.

   a. Rosa always leaves her tools in everyones way.

   b. Peggy made hers with only three dollars worth of material.

TEST

c. Yours didnt get as many votes as either Corys or hers.

d. Sonnys notebook contains all members names and addresses.

e. Are womens nerves stronger than mens?

f. The Parents Club cooperated with our principals plans.

g. You shouldnt expect two days pay for one days work.

h. The Joneses house is next to ours.

i. Its sitting in its nest.

j. Cant you see that theyre washing their car?

APOSTROPHES
UNIT VII

ANSWERS TO TEST

1. a. 5
   b. 10
   c. 4
   d. 1
   e. 11
   f. 9
   g. 2
   h. 3
   i. 7
   j. 8
   k. 6

2. a. To show ownership
   b. To show where letters have been left out in a contraction

3. a. 1
   b. 1
   c. 2
   d. 3

4. a. PO
   b. PL
   c. PL
   d. PL
   e. PL
   f. PO
   g. PL
   h. PL
   i. PO

5. a. shouldn't
   b. can't
   c. it's
   d. weren't
   e. doesn't

6. The Hunt

Clyde's dog was a good coon hunter. Every night his dog would howl at the moon. That was the dog's signal that it wanted to go hunting.

The coons weren't too happy about this idea. They knew that the dog was a real threat to their homes.

Clyde said to his Dad, "Why don't you come along?"

ANSWERS TO TEST

Dad's part in the hunt was to serve as a hunter's guide.

The night's sounds were loud when Clyde and his dog readied themselves for their hunt.

"Everyone's equipment is ready, and it's going to be an exciting night," said Clyde.

The dog promptly wagged its tail as it heard Dad's footsteps approaching the doors facing its pen.

Dad's and Clyde's guns were packed into the truck's bed, and so was the dog. Into the night they rode, with a tree's leaves rustling and crickets chirping. The night's hunt would be a time to remember.

7. a. babies'
   b. butterflies'
   c. cookies'
   d. nails'
   e. hammers'

8. a. children's
   b. deer's
   c. Men's

9. a. Rosa always leaves her tools in everyone's way.
   b. Peggy made hers with only three dollars' worth of material.
   c. Yours didn't get as many votes as either Cory's or hers.
   d. Sonny's notebook contains all members' names and addresses.
   e. Are women's nerves stronger than men's?
   f. The Parents' Club cooperated with our principal's plans.
   g. You shouldn't expect two days' pay for one day's work.
   h. The Joneses' house is next to ours.
   i. It's sitting in its nest.
   j. Can't you see that they're washing their car?

USING THE LIBRARY
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to interpret information that is on a library catalog card and be able to locate materials in the library by using the card catalog and the Dewey Decimal Classification System. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with library use to their correct definitions.
2. State rules that apply to most libraries.
3. Match terms associated with library materials to their correct definitions.
4. Match types of materials found in libraries to their correct classifications.
5. Match library materials to their types of arrangement.
6. Match terms associated with the card catalog to their correct definitions.
7. Select from a list true statements about the purposes of the card catalog.
8. Identify information on a catalog card.
9. Select from a list true statements about the Dewey Decimal Classification System.
10. Match terms associated with library books to their correct definitions.
11. Distinguish between the characteristics of fiction and non-fiction books.
12. Select true statements about call numbers on fiction, non-fiction, biographical, and autobiographical books.
13. Identify author, title, and subject cards.
14. Arrange books in order by call number.
15. Arrange catalog card top lines in alphabetical order.
16. Match call numbers on books to call numbers on catalog cards.
17. Distinguish among author, title, and subject cards.
18. Locate materials in library card catalog.
19. Locate materials on library shelves.

USING THE LIBRARY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

- A. Make transparencies.
- B. Provide students with objective sheet.
- C. Provide students with information and assignment sheets.
- D. Discuss unit and specific objectives.
- E. Discuss information and assignment sheets.
- F. Provide equipment and facilities for assignment sheets.
- G. Check with librarian about a time to bring the class to the library.
- H. Invite librarian to talk to students about the library.
- I. See Assignment Sheet #7 and compile a list of book titles found in your library. (Include as many vocational books as possible.) Have each student choose three titles from the list. Have the students locate the three titles in the card catalog and then find the books on the shelves. You may want to make several lists and allow students to work in groups.
- J. Make students aware of newspapers, magazines, and audio-visual materials in library.
- K. Play "Charades"--Student pantomimes book title. When title is guessed class tells whether book can be found in fiction, non-fiction, or biography section.
- L. Make bulletin board. Library probably has book jackets you can use to promote reading, or students can design their own book jackets.
- M. Introduce students to *Guide to Occupations* and other books about careers.
- N. Have students write their autobiography or the biography of a friend or relative.
- O. Give students time to enjoy the library for free exploration and reading enjoyment.
- P. Give test.
- Q. Reteach if necessary.

SUGGESTED ACTIVITIES

II. Instructional materials

  A. Objective sheet

  B. Suggested activities

  C. Information sheet

  D. Transparency masters

    1. TM #1--Catalog Cards: Author Card

    2. TM #2--Catalog Cards: Title Card

    3. TM #3--Catalog Cards: Subject Card

  E. Assignment sheets

    1. Assignment Sheet #1--Arrange Books in Order by Call Number

    2. Assignment Sheet #2--Arrange Catalog Card Top Lines in Alphabetical Order

    3. Assignment Sheet #3--Identify Information on a Catalog Card

    4. Assignment Sheet #4--Match Call Numbers on Books to Call Numbers on Catalog Cards

    5. Assignment Sheet #5--Distinguish Among Author, Title, and Subject Cards

    6. Assignment Sheet #6--Locate Materials in Library Card Catalog

    7. Assignment Sheet #7--Locate Materials on Library Shelves

  F. Answers to assignment sheets

  G. Test

  H. Answers to test

III. Unit references

A. Fraier, Jacob J., and Flora Morris Brown. *Effective English*. Morriston, New Jersey: Silver Burdett Co., 1979.

B. Sholinsky, Jane. *Getting to Know the Library, Book B.* A Scholastic Skills Book. New York: Scholastic Book Services, 1976.

C. Sholinsky, Jane. *Getting to Know the Library, Book C.* A Scholastic Skills Book. New York: Scholastic Book Services, 1976.

D. Welken, Marion L. *Guidebook for Teaching Library Skills.* Using the School Library Series. Book Four. Minneapolis: T.S. Denison and Co., Inc., 1967.

USING THE LIBRARY
UNIT I

INFORMATION SHEET

I. Terms and definitions

  A. Library--Place where books and learning materials are stored

  B. Responsibility--Condition of caring for something

  C. Spine--Back edge of a book

  D. Alphabetical--Placed in order according to the alphabet

  E. Classification--Arrangement into similar groups

  F. Software--Films, slides, programs, etc. for projectors, computers, and other audio-visual hardware

  G. Hardware--Equipment such as projectors, computers, and record players

II. Rules that apply to most libraries

  (NOTE: All libraries have rules. When you are in the library, it is important that you obey them.)

  A. Be quiet in the library

  B. Handle library material carefully

  C. Get a library card to borrow material

    (NOTE: The librarian will have information about how to get card.)

  D. Accept responsibility for material borrowed from library

  E. Return material on, or before due date

III. Terms associated with library materials

  A. Reference books--Encyclopedias, dictionaries, atlases, and so on

  B. Vertical file--Pamphlets, posters, and other materials placed in a file

  C. Periodicals--Magazines and newspapers that arrive periodically

  D. Microfiche/microfilm--Film bearing photo record on a reduced scale

  E. Audio-visuals (non-book)--Learning materials such as filmstrips, films, records, and cassettes

  F. Learning center--Small area set up to teach specific skills

INFORMATION SHEET

IV. Classification of types of material found in libraries

- A. Books
  - 1. Easy

    (NOTE: Easy books are designed for beginning readers.)
  - 2. Fiction
  - 3. Non-fiction
  - 4. Reference
- B. Audio-visual (non-book)
  - 1. Software
    - a. Filmstrips
    - b. Cassettes
    - c. Records
    - d. Pictures
    - e. Slides
    - f. Globes and maps
    - g. Microfiche and microfilm
  - 2. Hardware
    - a. Projectors
    - b. Cassette and record players
    - c. Microreaders
    - d. Computers
- C. Periodicals
  - 1. Newspapers
  - 2. Magazines and journals

INFORMATION SHEET

D. Learning centers

(NOTE: Learning centers are small areas set up to teach specific skills such as spelling, nouns, careers, etc.)

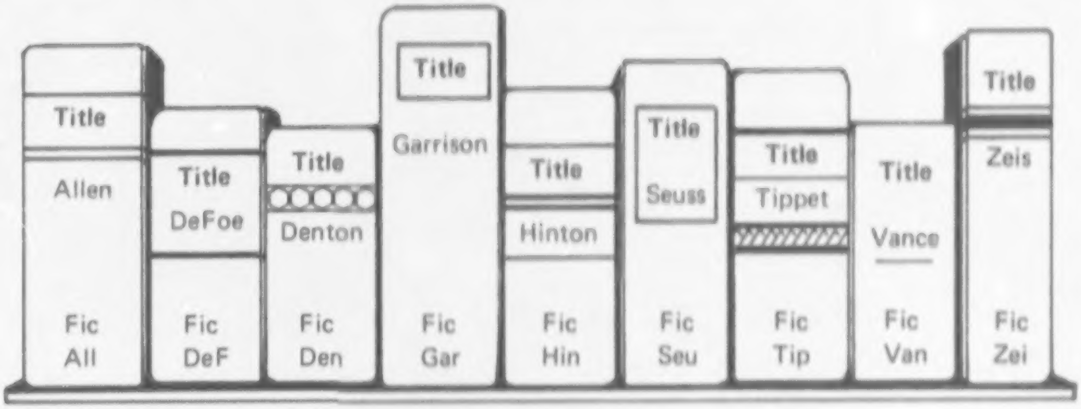
1. Displays
2. Bulletin boards
3. Mobiles

V. Arrangement of library materials (Figures 1-3)

A. Fiction books--Alphabetical order (Assignment Sheets #1 and #2)

(NOTE: Fiction books are arranged in alphabetical order, by author's last name.)

FIGURE 1

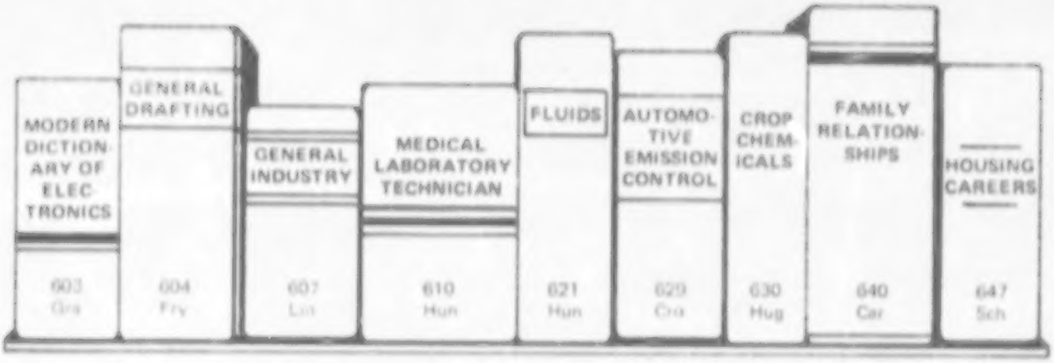

Title
Allen
Fic
All
Title
DeFoe
Fic
DeF
Title
Denton
Fic
Den
Title
Garrison
Fic
Gar
Title
Hinton
Fic
Hin
Title
Seuss
Fic
Seu
Title
Tippet
Fic
Tip
Title
Vance
Fic
Van
Title
Zeis
Fic
Zei

INFORMATION SHEET

B. Non-fiction books–Numbered order

(NOTE: Non-fiction books are arranged by subject using the system of numbers called the Dewey Decimal Classification System.)

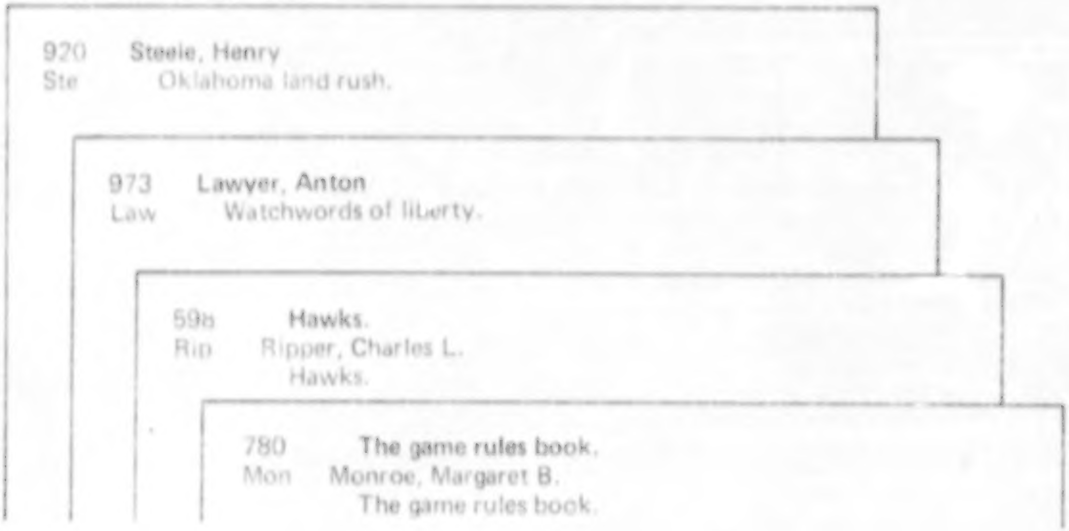
FIGURE 2


MODERN DICTIONARY OF ELECTRONICS
603 Gra
GENERAL DRAFTING
604 Fry
GENERAL INDUSTRY
607 Lin
MEDICAL LABORATORY TECHNICIAN
610 Hun
FLUIDS
621 Hun
AUTOMOTIVE EMISSION CONTROL
629 Cro
CROP CHEMICALS
630 Hug
FAMILY RELATIONSHIPS
640 Car
HOUSING CAREERS
647 Sch

C. Catalog cards–Alphabetical order (Assignment Sheet #3)

(NOTE: All cards are arranged according to the alphabet, using first word in top line except for "a," "an," and "the.")

FIGURE 3


920 Ste **Steele, Henry**
Oklahoma land rush.

973 Law **Lawyer, Anton**
Watchwords of liberty.

598 Rip **Hawks.**
Ripper, Charles L.
Hawks.

780 Mon **The game rules book.**
Monroe, Margaret B.
The game rules book.

INFORMATION SHEET

D. Audio-visuals--No set pattern of arrangement

(NOTE: Check with librarian.)

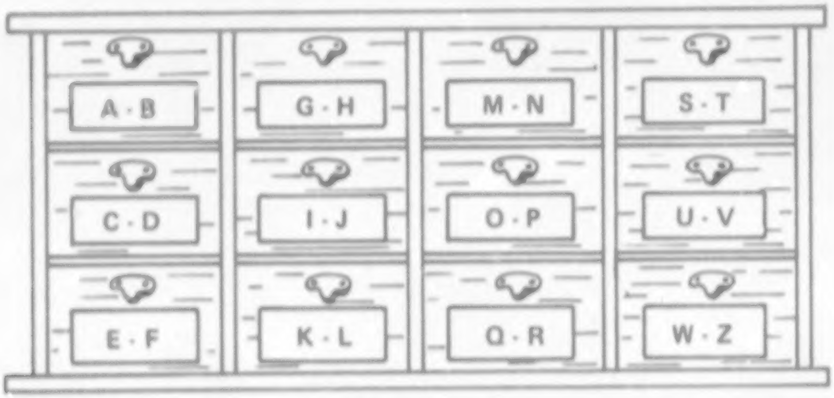
E. Catalog cards for audio-visuals--Alphabetical order with other cards in card catalog

(NOTE: There may not be an audio-visual card. This system depends upon the librarian.)

VI. Terms associated with the card catalog

A. Card catalog--Set of drawers filled with cards that describe books in the library (Figure 4)

FIGURE 4



B. Catalog card--Card containing useful information about a book and book's location; found in card catalog

C. Call number--Number placed on spine of book and corresponding catalog cards

(NOTE: A call number consists of Dewey number and the first or first three letters of author's last name.)

EXAMPLES:	920 S	790 Tap	500 Pic

D. Dewey Decimal Classification System--Number system used to classify library books

INFORMATION SHEET

VII. Purposes of the card catalog (Transparency #1)

A. Saves reader time

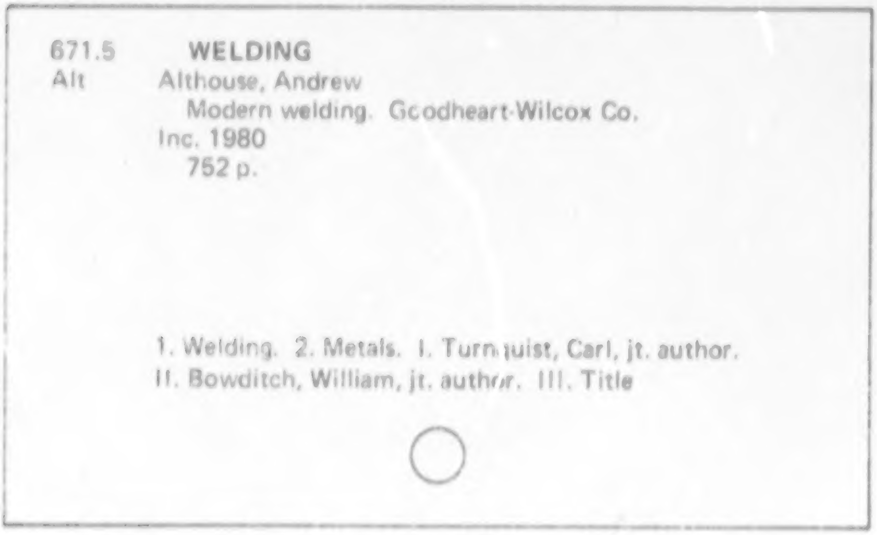
(NOTE: A card catalog contains alphabetically ordered cards for each book in the library. Each card describes a book or other material in the library. Catalog cards also tell you where to look to find something in the library.)

B. Helps library user locate books and other materials without help of librarian

C. Helps user find materials by author, title, or subject

D. Groups books of one subject

EXAMPLE: All welding books listed under **WELDING**



671.5 **WELDING**
Alt Althouse, Andrew
Modern welding. Goodheart-Wilcox Co. Inc. 1980
752 p.

1. Welding. 2. Metals. I. Turnquist, Carl, jt. author. II. Bowditch, William, jt. author. III. Title

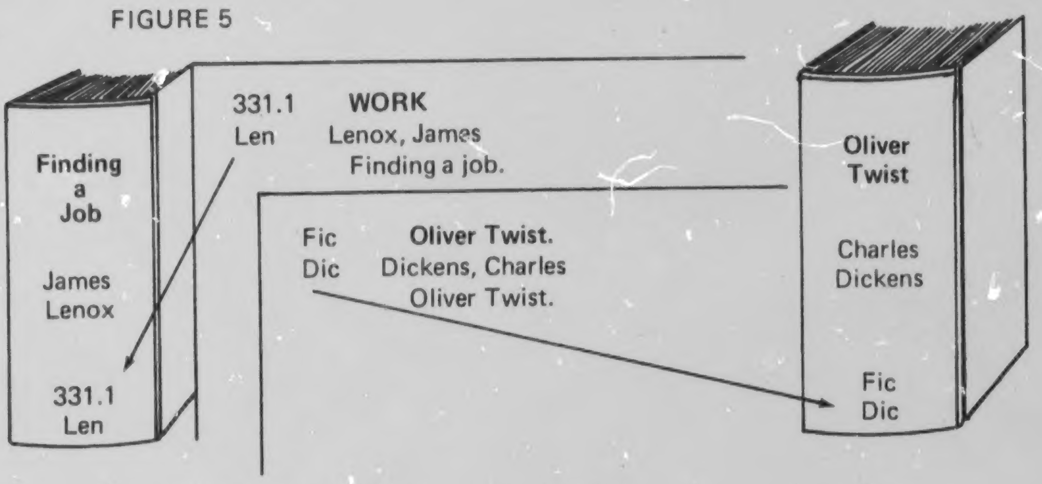
INFORMATION SHEET

VIII. Information on a catalog card (Figures 5-12; Transparency #1; Assignment Sheet #4)

A. Call number

(NOTE: A non-fiction call number is a number and first letter or letters of an author's last name. A fiction call number is the abbreviation for fiction [F or Fic] and the first letter or letters of the author's last name. Call numbers are used by the library to identify particular books. The call number is written on a catalog card that identifies the book; it is also written on the spine of the book.)

FIGURE 5

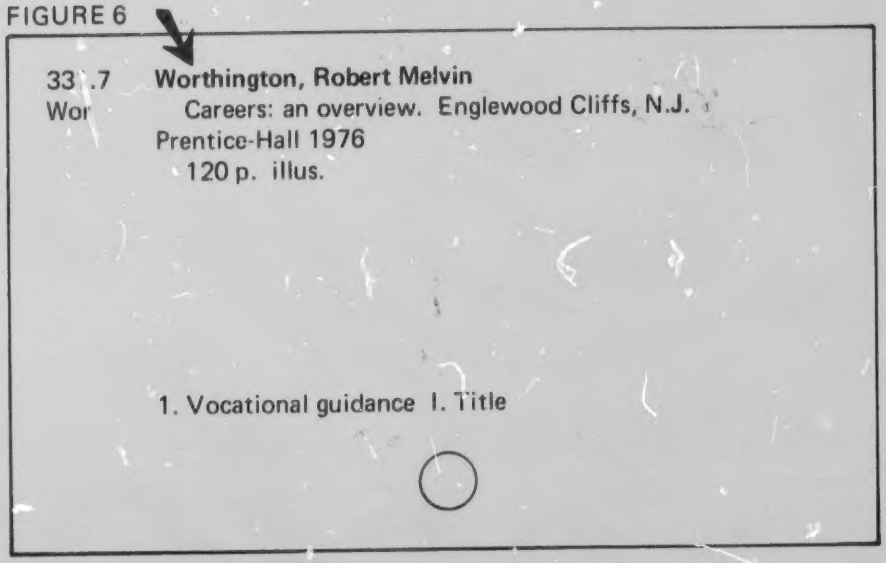


Finding a Job
James Lenox
331.1 Len
331.1 Len
WORK
Lenox, James
Finding a job.
Fic Dic
Oliver Twist.
Dickens, Charles
Oliver Twist.
Oliver Twist
Charles Dickens
Fic Dic

B. Author's name

(NOTE: Last name comes first.)

FIGURE 6



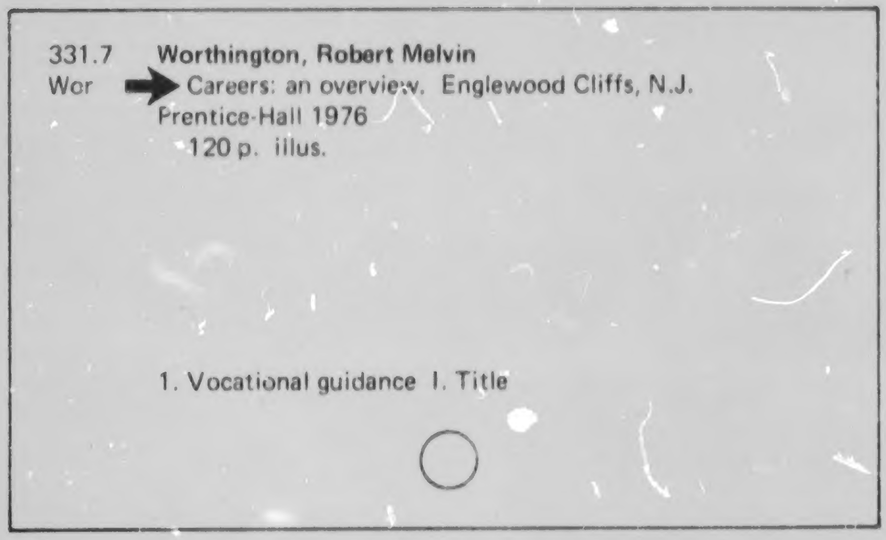
331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

INFORMATION SHEET

C. Title of book

FIGURE 7

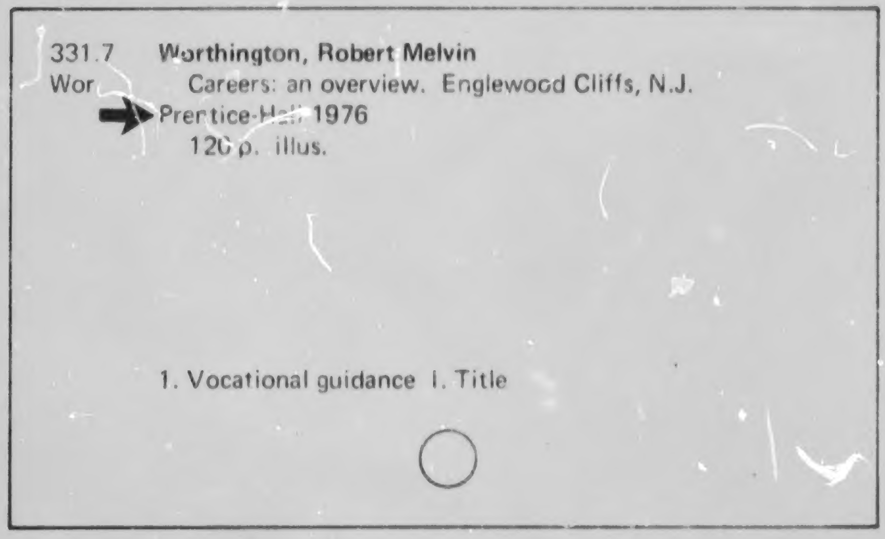


331.7 **Worthington, Robert Melvin**
Wor → Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

D. Publisher

FIGURE 8



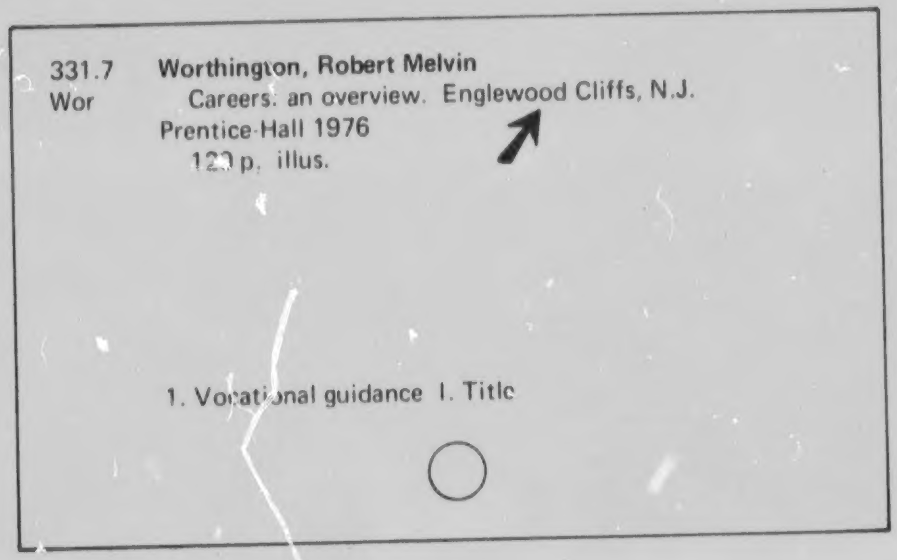
331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
→ Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

INFORMATION SHEET

E. Place published

FIGURE 9

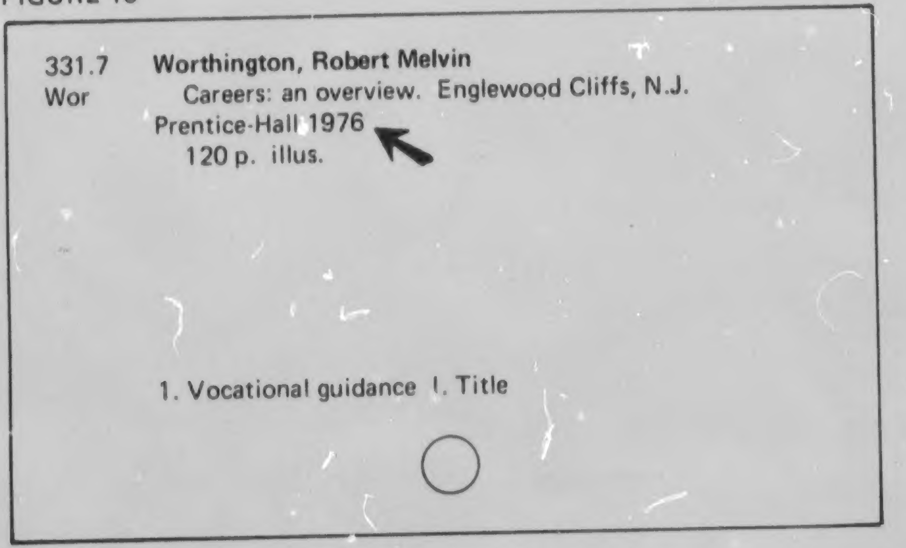


331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

F. Date published

FIGURE 10



331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

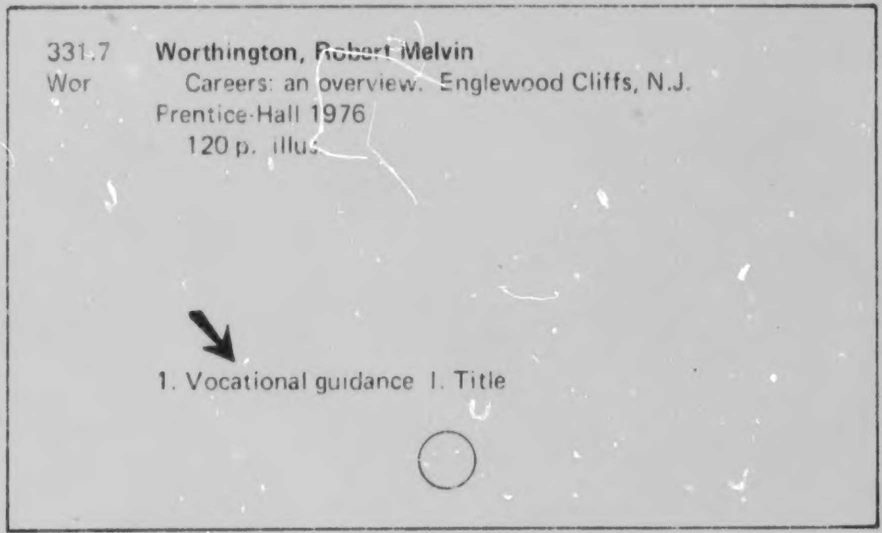
1. Vocational guidance I. Title

INFORMATION SHEET

G. Subject entry

(NOTE: The book in Figure 11, and other books on this subject, is listed in the card catalog under the subject *Vocational Guidance*. All books in the library on vocational guidance are on the shelf together.)

FIGURE 11



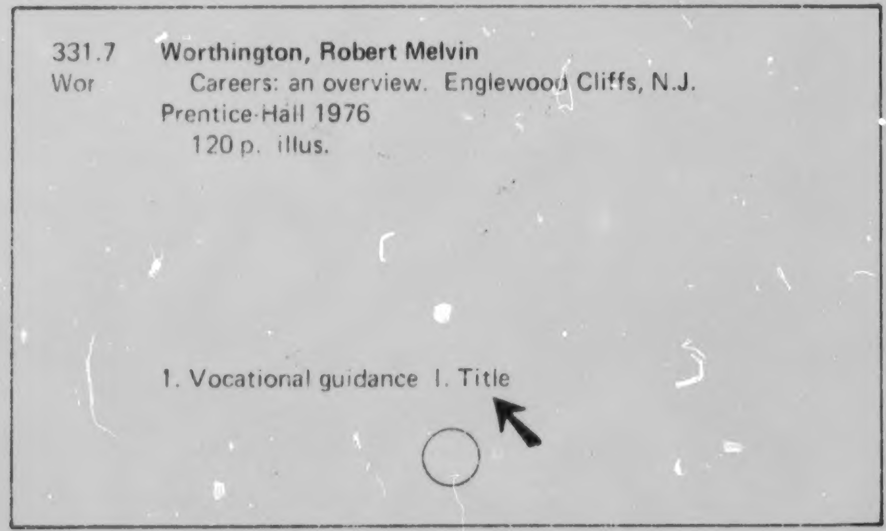
331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

H. Title entry

(NOTE: All books are listed in card catalog by title as well as subject and author.)

FIGURE 12



331.7 **Worthington, Robert Melvin**
Wor Careers: an overview. Englewood Cliffs, N.J.
Prentice-Hall 1976
120 p. illus.

1. Vocational guidance I. Title

INFORMATION SHEET

IX. Dewey Decimal Classification System

A. Adapted by Melvil Dewey

B. Places all non-fiction books in ten broad subject *areas*

C. Gives each subject area a number

EXAMPLE:

NUMBER	SUBJECT AREA	SUBJECTS IN THE BOOKS
000-099	GENERAL WORKS	Many different subjects (encyclopedias, almanacs, etc.)
100-199	PHILOSOPHY	Man's thoughts and ways of thinking
200-299	RELIGION	Man's ideas about God
300-399	SOCIAL SCIENCES	How people live together
400-499	LANGUAGE	How people talk to each other
500-599	PURE SCIENCE	Nature, the world, and the universe
600-699	APPLIED SCIENCE	Ways to use science
700-799	FINE ARTS	Painting, music, dancing, sports, and games
800-899	LITERATURE	Novels and poetry
900-999	HISTORY AND TRAVEL	People, places, and important events

D. Breaks ten main subject areas into ten main *divisions*

EXAMPLE: 600's break into 610, 620, 630, etc.; 700's break into 710, 720, 730, etc.

E. Breaks each of the ten divisions into ten smaller *groups*

EXAMPLE:

790	Recreation
791	Public entertainment
792	Theater
793	Indoor games and amusements
794	Indoor games of skill
795	Games of chance
796	Athletic and outdoor sports and games
797	Aquatic and air sports
798	Equestrian sports and animal racing
799	Fishing, hunting, shooting

INFORMATION SHEET

F. Expands groups by use of decimals

EXAMPLE: *796* *Athletic and outdoor sports and games*

796.1	Miscellaneous games
796.2	Active games requiring equipment
796.3	Ball games
796.31	Ball thrown or hit by hand--handball, lawn bowling
796.32	Inflated ball thrown or hit by hand--basketball, volleyball
796.33	Inflated ball driven by foot--football
796.34	Racket games--tennis, etc.
796.35	Ball driven by club, mallet, bat--polo, croquet, field hockey, etc.
796.352	Golf
796.357	Baseball
796.358	Cricket

X. Terms associated with library books

A. Autobiography--True life story of a person, written by that person

B. Biography--True life story of a person, written by another person

C. Fiction--Stories not true; read for enjoyment

D. Non-fiction--True stories and general knowledge

XI. Differences between characteristics of fiction and non-fiction books

A. Fiction--Stories not true

(NOTE: Fiction stories may be based on true happenings--especially historical fiction.)

B. Non-fiction--True stories and general knowledge

XII. Call numbers on fiction, non-fiction, biographical, and autobiographical books (Figures 13-18)

(NOTE: Every book in the library is assigned a call number.)

A. Non-fiction books

1. Listed on every catalog card to correspond with book

2. Based on Dewey Decimal System plus first letter or letters of author's last name

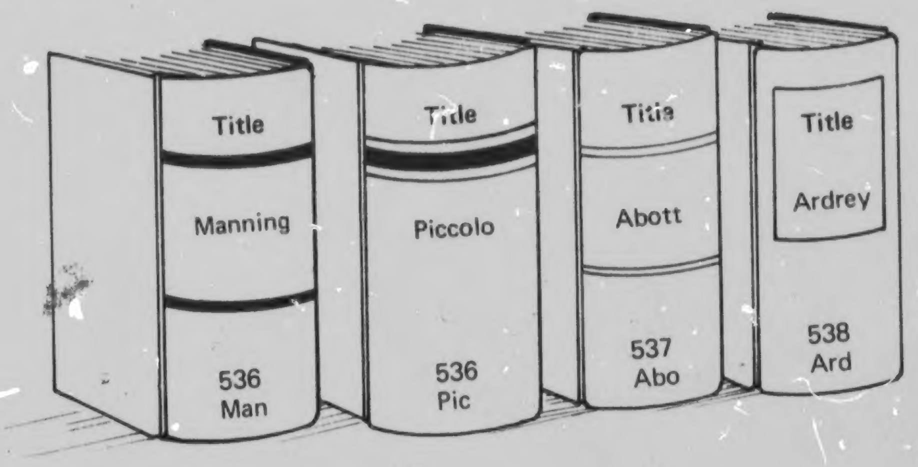
3. Copied on book's spine

INFORMATION SHEET

4. Placed on shelf in numerical order

EXAMPLE:

FIGURE 13

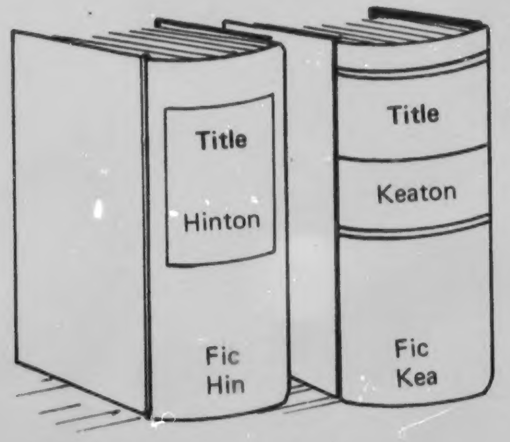

Title
Manning
536
Man
Title
Piccolo
536
Pic
Title
Abott
537
Abo
Title
Ardrey
538
Ard

C. Fiction books

1. Printed on book spine with **F** or **Fic** and first letter or letters of author's last name
2. Listed on catalog card to correspond with book
3. Stored in one area in alphabetical order by author's last name

EXAMPLE:

FIGURE 14


Title
Hinton
Fic
Hin
Title
Keaton
Fic
Kea

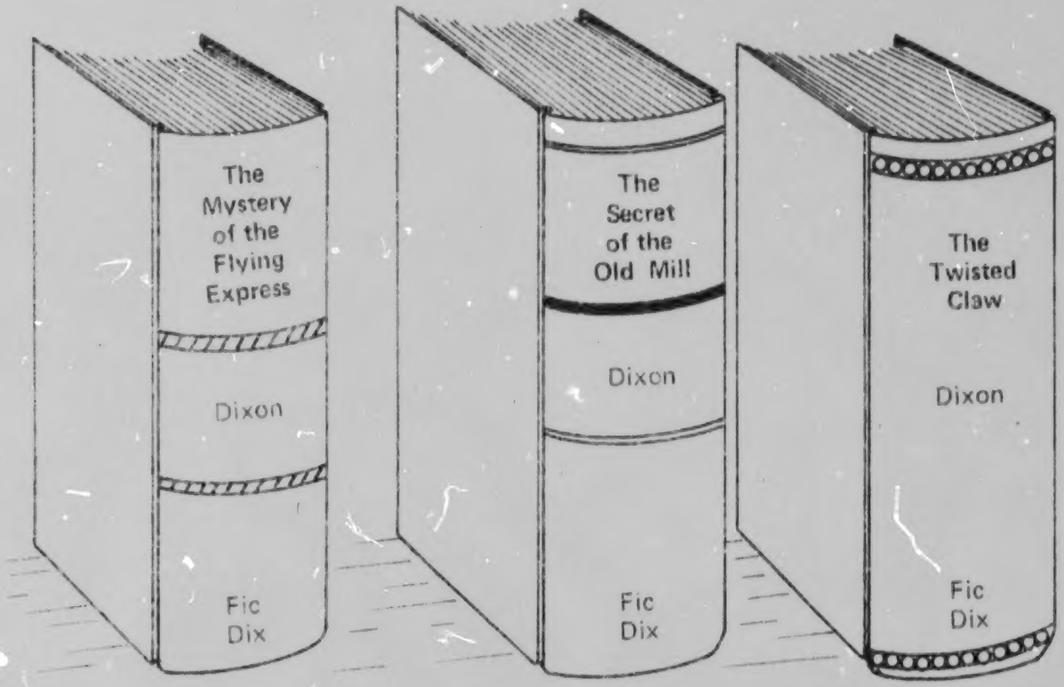
INFORMATION SHEET

4. Alphabetized first by author, then by title, if more than one book by same author

EXAMPLE: Wilder, Laura Ingalls, *First Four Years* will come before *Little House On the Prairie*

(NOTE: Many libraries have more than one book by the same author. When this happens, those books are arranged alphabetically by their *titles*. When the first word in the title is *a, an,* or *the,* the book is alphabetized by the second word of the title.)

FIGURE 15


The Mystery of the Flying Express
Dixon
Fic Dix
The Secret of the Old Mill
Dixon
Fic Dix
The Twisted Claw
Dixon
Fic Dix

C. Biographical and autobiographical books

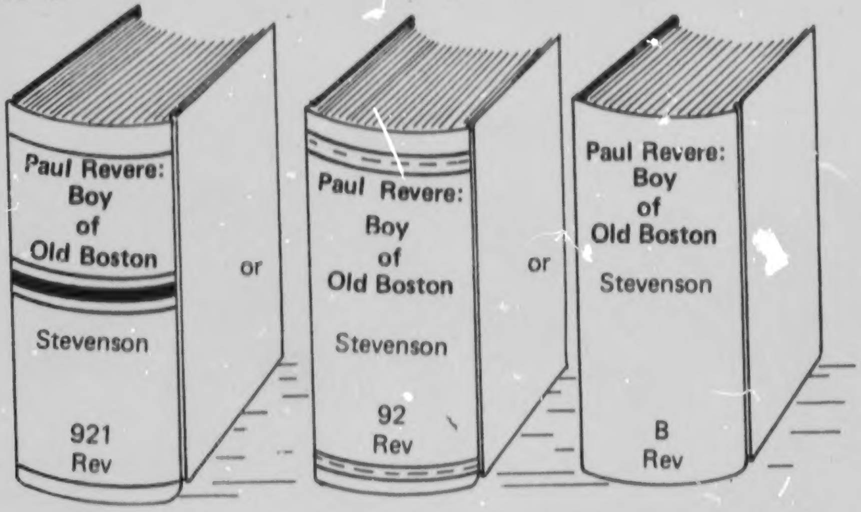
(NOTE: Biographies and autobiographies are non-fiction [true]. The library treats biography and autobiography the same way.)

INFORMATION SHEET

1. Printed on spine for individual biography is **921** and initial letters or last name of person written about

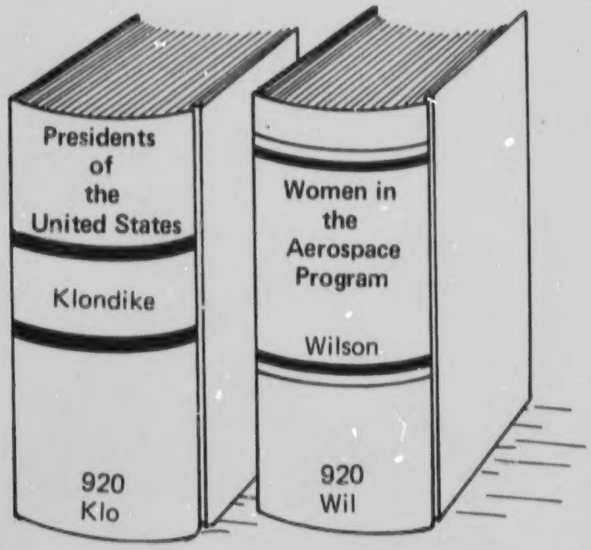
   (NOTE: Some libraries use **92** or **B** for 921 [individual biography] followed by initial or last name of person written about.)

FIGURE 16


Paul Revere: Boy of Old Boston
Stevenson
921
Rev
or
Paul Revere: Boy of Old Boston
Stevenson
92
Rev
or
Paul Revere: Boy of Old Boston
Stevenson
B
Rev

2. Printed on spine for collective biography is **920** and initial letters or last name of author

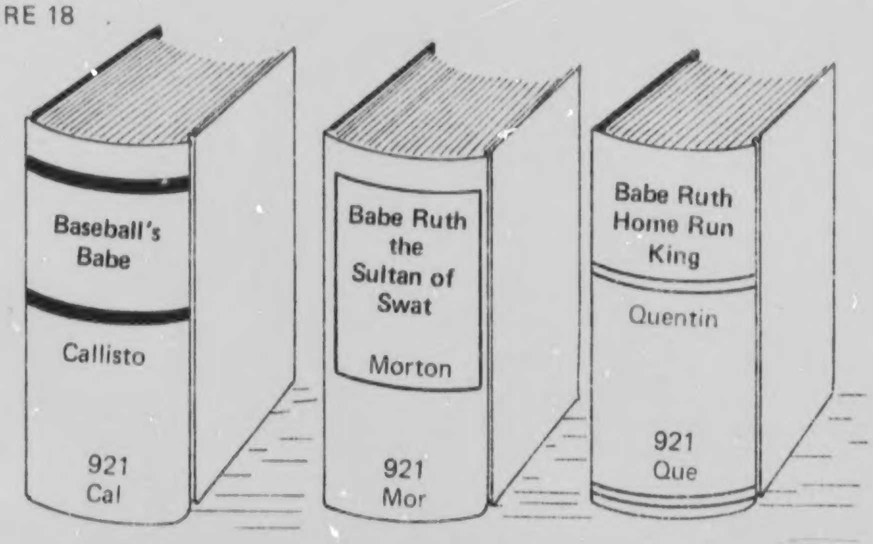
FIGURE 17


Presidents of the United States
Klondike
920
Klo
Women in the Aerospace Program
Wilson
920
Wil

INFORMATION SHEET

3. Arranged in a group alphabetically by *author*, if more than one book is written about a person

FIGURE 18


Baseball's Babe
Callisto
921 Cal
Babe Ruth the Sultan of Swat
Morton
921 Mor
Babe Ruth Home Run King
Quentin
921 Que

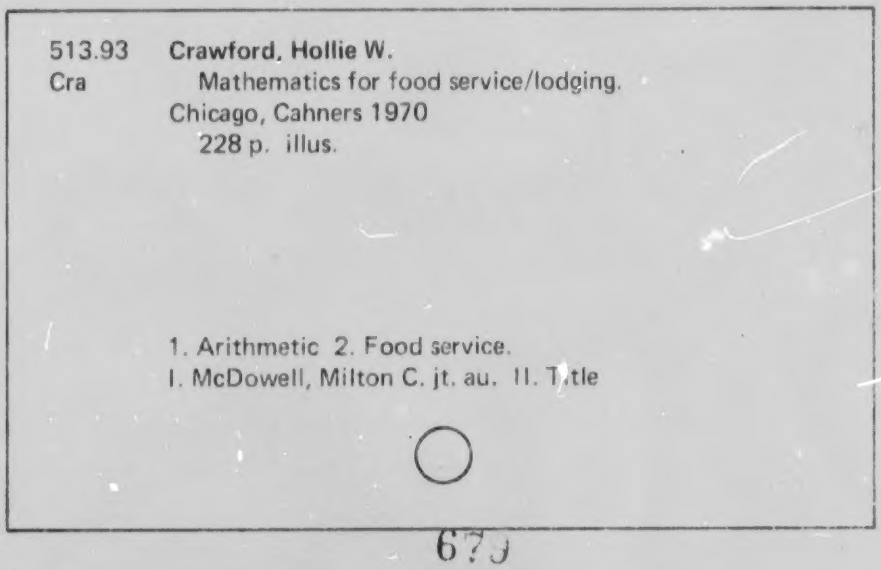
XIII. Author, title, and subject cards (Figures 19-21)

(NOTE: Each book has three cards in the card catalog: *author* card, *title* card, and *subject* card. See Transparencies #1-#3; Assignment Sheets #5-#7.)

A. Author card

(NOTE: On the author card, the author's name is on the top line.)

FIGURE 19



513.93 **Crawford, Hollie W.**
Cra Mathematics for food service/lodging.
Chicago, Cahners 1970
228 p. illus.

1. Arithmetic 2. Food service.
I. McDowell, Milton C. jt. au. II. Title

INFORMATION SHEET

B. Title card

(NOTE: On the title card, the title of the book is on the top line.)

FIGURE 20

513.93 **Mathematics for food service/lodging.**
Cra Crawford, Hollie W.
Mathematics for food service/lodging.
Chicago, Cahners 1970
228 p. illus.

1. Arithmetic 2. Food service
I. McDowell, Milton C. jt. au. II. Title

○

C. Subject card

(NOTE: On the subject card, the subject heading is on the top line--in capital letters.)

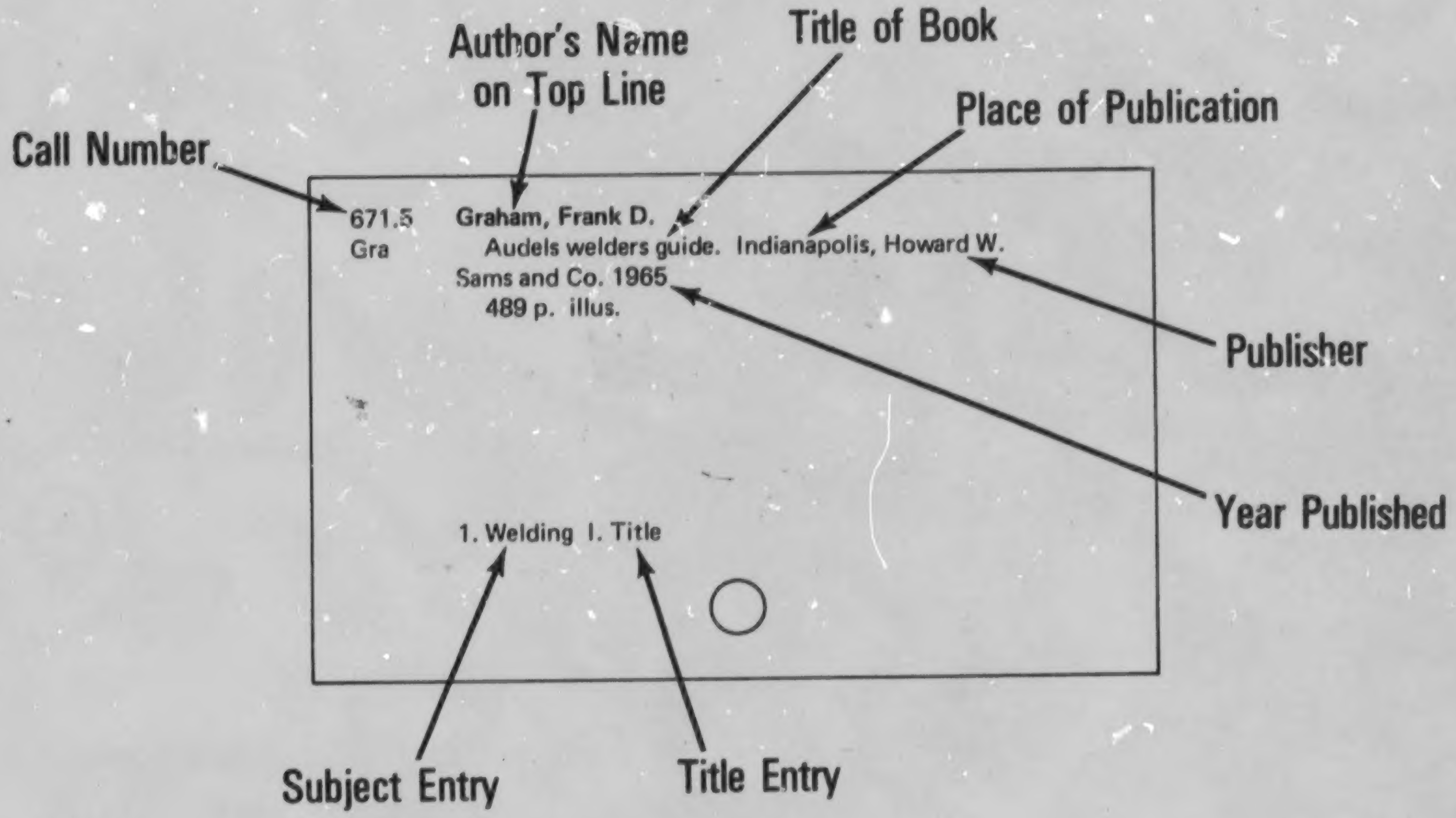
FIGURE 21

513.93 **FOOD SERVICE**
Cra Crawford, Hollie W.
Mathematics for food service/lodging.
Chicago, Cahners 1970
228 p. illus.

1. Arithmetic 2. Food service.
I. McDowell, Milton C. jt. au. II. Title

○

Catalog Cards: Author Card



Author's Name on Top Line

Title of Book

Place of Publication

Call Number

671.5 Graham, Frank D.
Gra Audels welders guide. Indianapolis, Howard W.
Sams and Co. 1965
489 p. illus.

1. Welding I. Title

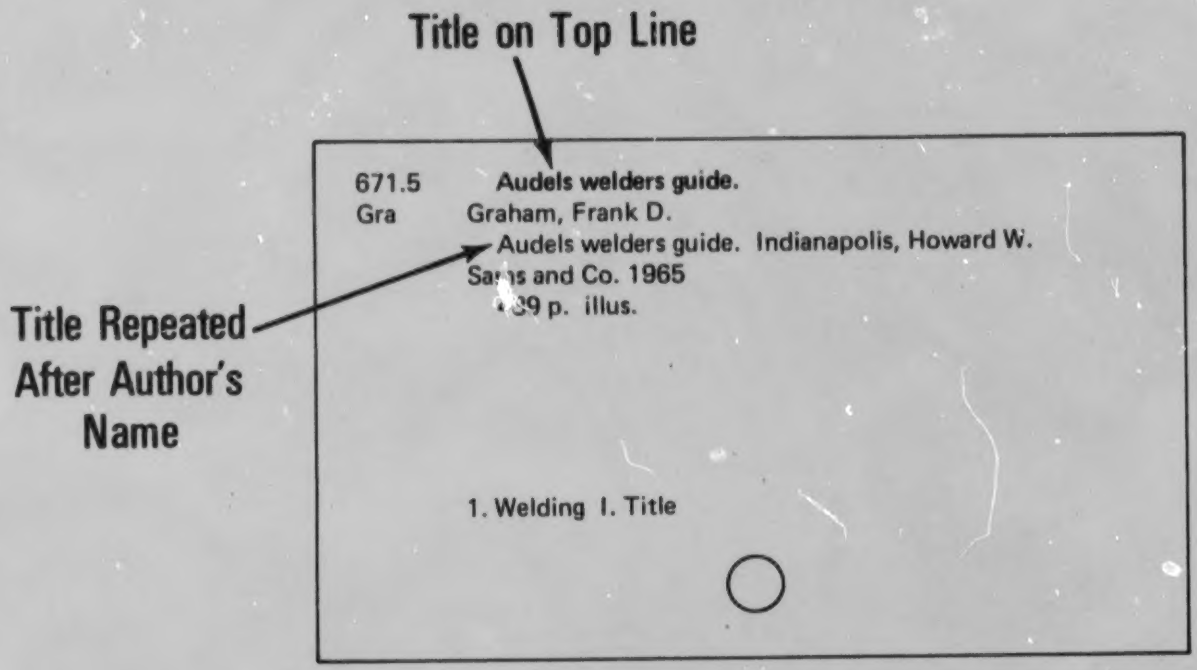
Publisher

Year Published

Subject Entry

Title Entry

Catalog Cards: Title Card



Title on Top Line

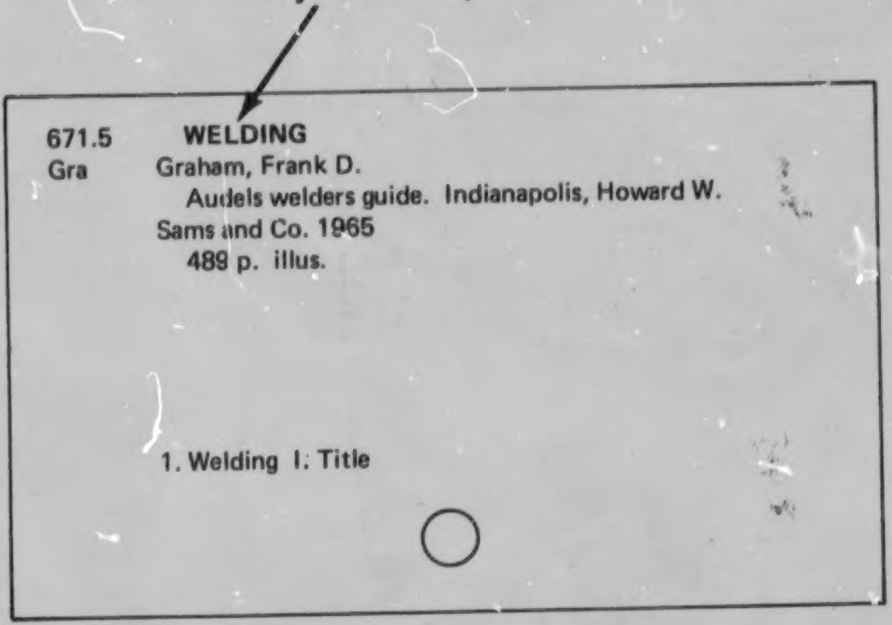
671.5 **Audels welders guide.**
Gra Graham, Frank D.
Audels welders guide. Indianapolis, Howard W.
Sams and Co. 1965
489 p. illus.

1. Welding I. Title

Title Repeated After Author's Name

Catalog Cards: Subject Card

Subject on Top Line



671.5 **WELDING**
Gra Graham, Frank D.
Audels welders guide. Indianapolis, Howard W.
Sams and Co. 1965
489 p. illus.

1. Welding I. Title

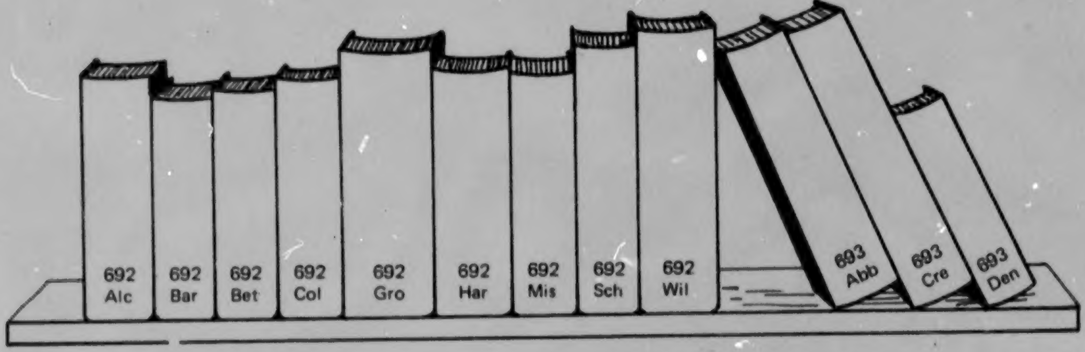
USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #1--ARRANGE BOOKS IN ORDER BY CALL NUMBER

NAME ______________________ SCORE ______________

Non-fiction call numbers are a combination of the Dewey Decimal class number and the first letter or letters of the author's last name. The call number is found printed on the spine of the book (Figure 22) and also on the catalog card. It is the number by which you can call for the book at the desk in the library, or you can go to the shelf and get it for yourself.

FIGURE 22



PART I

Look carefully at the arrangement of the books in Figure 22. These non-fiction books have been arranged correctly. The non-fiction books in the library are arranged according to their Dewey Decimal class numbers with the lower numbers coming first on the shelf. However, if your library has several books with the same class number, these books will be arranged alphabetically by author (the first letter of the author's last name) within that number.

Number the following call numbers in the order in which you would find them on the shelf in the library. Remember that non-fiction books are placed in numerical order. If two numbers are the same, the books in that numerical class are then placed in alphabetical order by the author's last name.

A.	___ 599 Ark	___ 574 Cit	___ 599 Don	___ 582 Bre	___ 574 Wel
B.	___ 811 Mea	___ 821 Uns	___ 821 Fra	___ 812 All	___ 811 Cas
C.	___ 468 Yoz	___ 500 Ris	___ 508 San	___ 478 Cos	___ 510 Lit
D.	___ 291 Hil	___ 292 Hes	___ 301 Clo	___ 301 Fir	___ 292 Gol

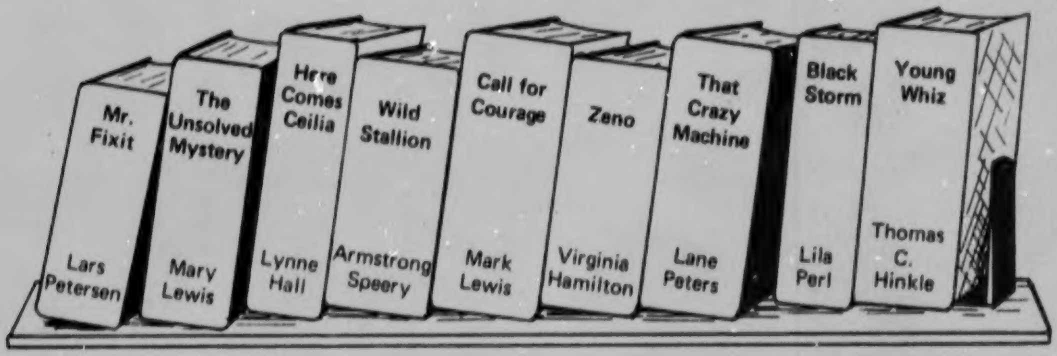
ASSIGNMENT SHEET #1

PART II

Fiction books are arranged on the shelves in alphabetical order by the authors' last names. If two authors have the same last name, the letters in their first names are used too.

Look carefully at the authors' names on the fiction books in Figure 23. They are all mixed up. On the lines below, write the name of each author in alphabetical order. Be careful! Remember that you may have to look at the second or third letter in the author's last name. You may also have to look at the author's first name.

FIGURE 23


Mr. Fixit
Lars Petersen
The Unsolved Mystery
Mary Lewis
Here Comes Ceilia
Lynne Hall
Wild Stallion
Armstrong Speery
Call for Courage
Mark Lewis
Zeno
Virginia Hamilton
That Crazy Machine
Lane Peters
Black Storm
Lila Perl
Young Whiz
Thomas C. Hinkle

A. ____________________

B. ____________________

C. ____________________

D. ____________________

E. ____________________

F. ____________________

G. ____________________

H. ____________________

I. ____________________

USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #2--ARRANGE CATALOG CARD TOP LINES IN ALPHABETICAL ORDER

NAME ____________________ SCORE ____________

Cards in a catalog are always arranged alphabetically by the first word on the top line, *except* cards with titles beginning with *a, an,* or *the*. They are filed under the second word of the title. Abbreviations and numbers are alphabetized as if they were spelled out. Names that begin with *Mc* or *Mac* are all filed as if spelled *Mac*.

PART I

File the following catalog cards in alphabetical order. On the line after each card, number the cards in their catalog order. The first card is numbered for you.

5 patterns to sew. A. ________

TV prime time. B. ________

TELEVISION C. ________

HORSES D. ________

50 pounds of steel. E. 1

Mr. Goodbar. F. ________

One day in May. G. ________

MacHenry, William H. ________

The story of my life. I. ________

McGovern, Ann J. ________

ASSIGNMENT SHEET #2

PART II

Number the following lists of top lines in the order in which you would find them in the card catalog.

List 1

_____A. LAW
_____B. The last frontier.
_____C. Last race.
_____D. The law of vocational safety.
_____E. The last out.

List 2

_____A. The new mechanic's guidebook.
_____B. Newman, James R.
_____C. NEWSPAPERS
_____D. NEW YEAR
_____E. New tall tales of Pecos Bill.

List 3

_____A. BOOKS AND READING
_____B. A book of American construction.
_____C. BOOKBINDING
_____D. The book of holidays.
_____E. A book of house plans.

List 4

_____A. Mrs. Mike.
_____B. Mr. Bell invents the telephone.
_____C. Mister Shortstop.
_____D. Mr. Revere and I.
_____E. MISSISSIPPI RIVER

List 5

_____A. The doctors who conquered yellow fever.
_____B. Dr. Anger's island.
_____C. The doctor who dared.
_____D. Dr. Jekyll and Mr. Hyde.
_____E. Dr. George Washington Carver: scientist.

List 6

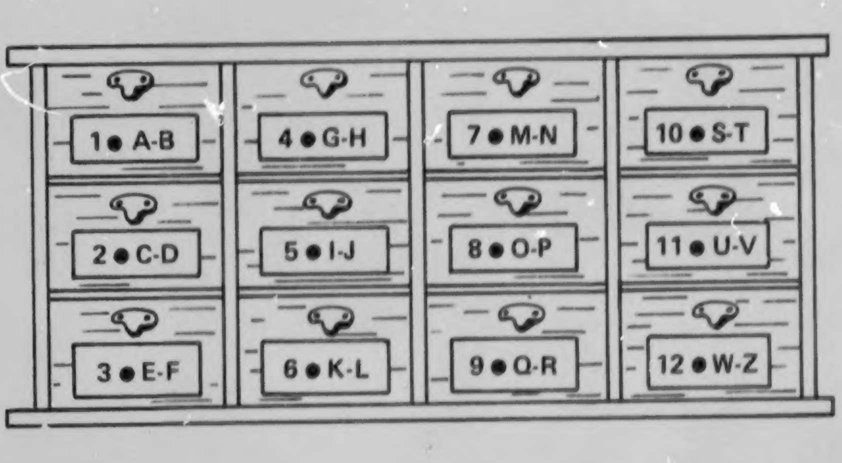
_____A. McGiffin
_____B. Macauley
_____C. McCormick
_____D. MacLeish
_____E. MACHINERY

ASSIGNMENT SHEET #2

PART III

Look at the card catalog pictured below (Figure 24). Write the number of the drawer in which you would find the titles of each book listed below. Remember to look at the second word when *the, a,* or *an* is the first word of the title. The first one has been done for you.

FIGURE 24



__10__ A. *The Team, that Wouldn't Quit*

_____ B. *What Shall We Invent?*

_____ C. *I Married a Genius*

_____ D. *Haunted Castle*

_____ E. *10 Little Timesavers*

_____ F. *Bridge Builders*

_____ G. *Nobody to Turn To*

_____ H. *Everybody's Friend*

_____ I. *Danny Dunn*

_____ J. *The White Knight*

_____ K. *A Rancher's Guidebook*

_____ L. *Cooking Made Easy*

_____ M. *Bears in My Bedroll*

_____ N. *An Amateur's Guide to Woodworking*

_____ O. *Laughing All the Way*

_____ P. *Sons of the Hyena*

_____ Q. *1001 Home Repair Hints*

_____ R. *The Golden Sewing Guide*

_____ S. *Heating and Air Conditioning*

_____ T. *Very Golden Years*

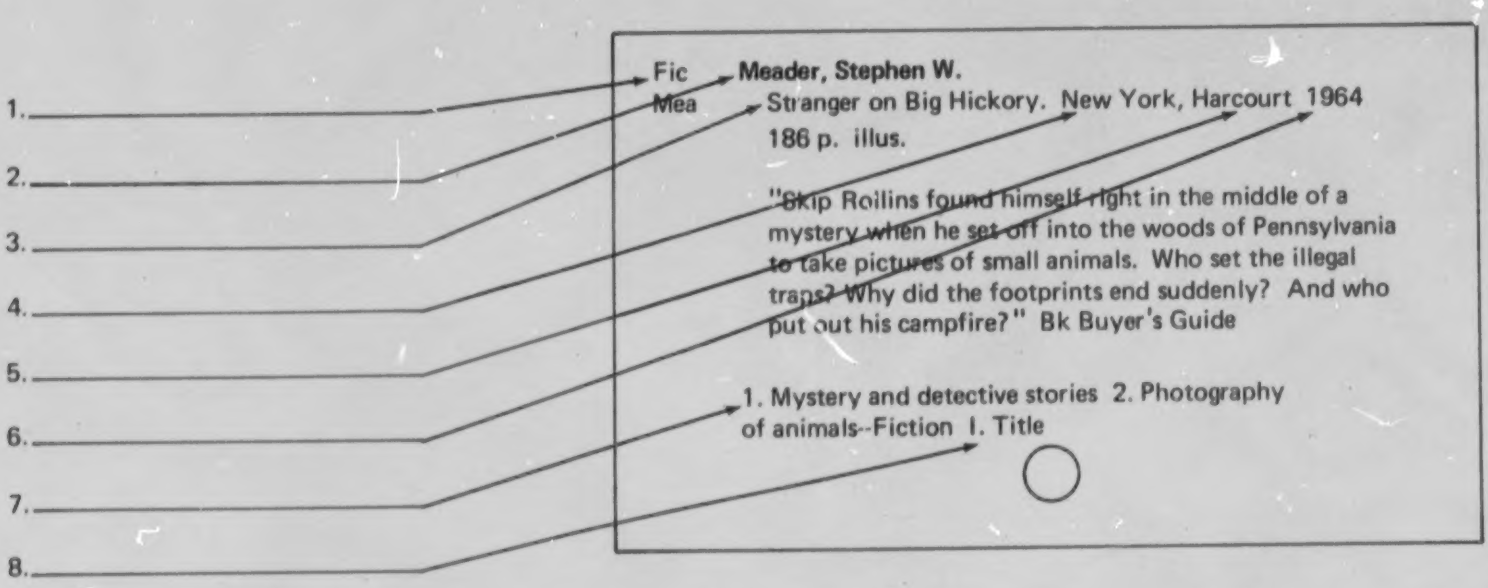
USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #3--IDENTIFY INFORMATION ON A CATALOG CARD

NAME______________________________ SCORE ____________________

Use the information given in the Information Sheet and on Transparency #1 to label each part of the following catalog cards.

A.



1. ____________________
2. ____________________
3. ____________________
4. ____________________
5. ____________________
6. ____________________
7. ____________________
8. ____________________

Fic **Meader, Stephen W.**
Mea Stranger on Big Hickory. New York, Harcourt 1964
186 p. illus.

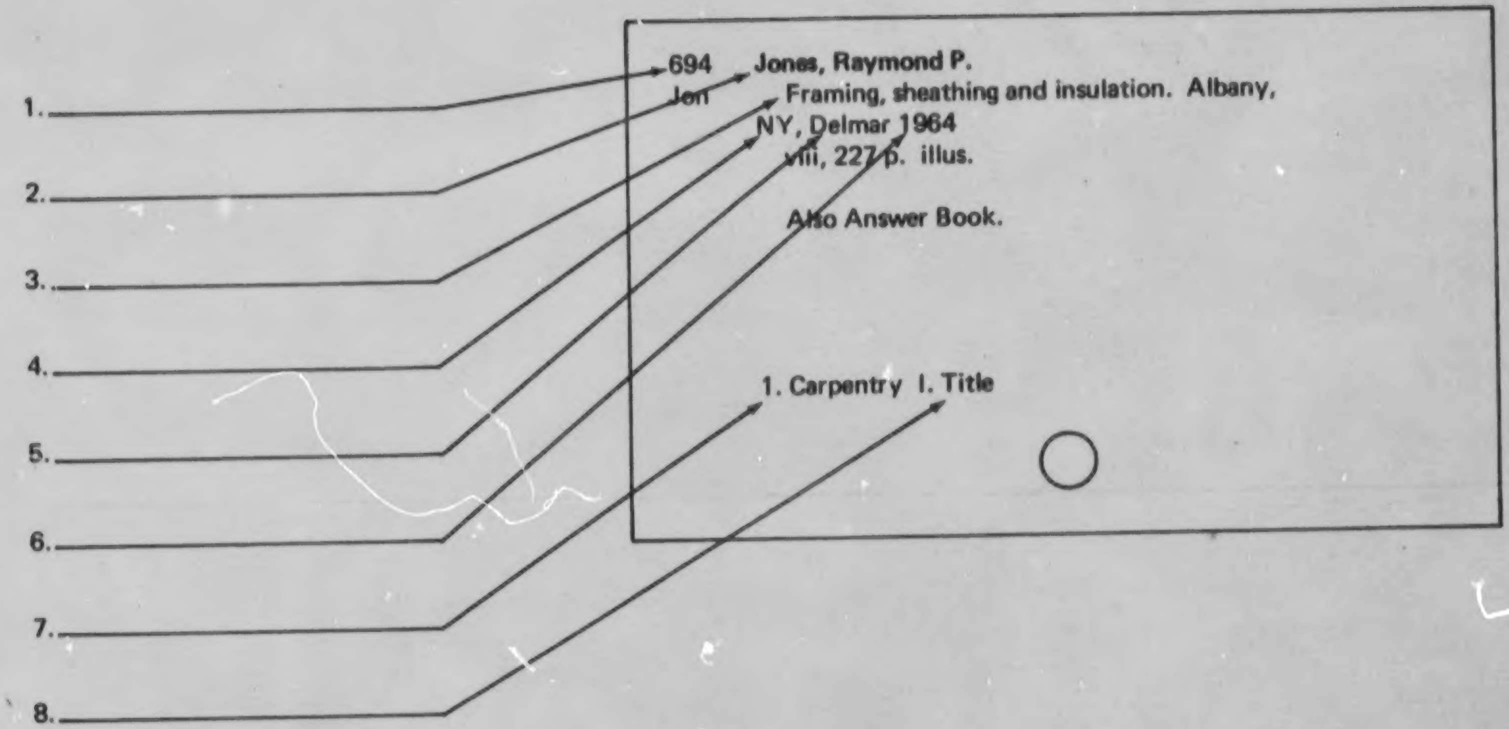
"Skip Rollins found himself right in the middle of a mystery when he set off into the woods of Pennsylvania to take pictures of small animals. Who set the illegal traps? Why did the footprints end suddenly? And who put out his campfire?" Bk Buyer's Guide

1. Mystery and detective stories 2. Photography of animals--Fiction I. Title

○

ASSIGNMENT SHEET #3

B.



1. __________

2. __________

3. __________

4. __________

5. __________

6. __________

7. __________

8. __________

694 Jones, Raymond P.
Jon Framing, sheathing and insulation. Albany,
NY, Delmar 1964
viii, 227 p. illus.

Also Answer Book.

1. Carpentry I. Title

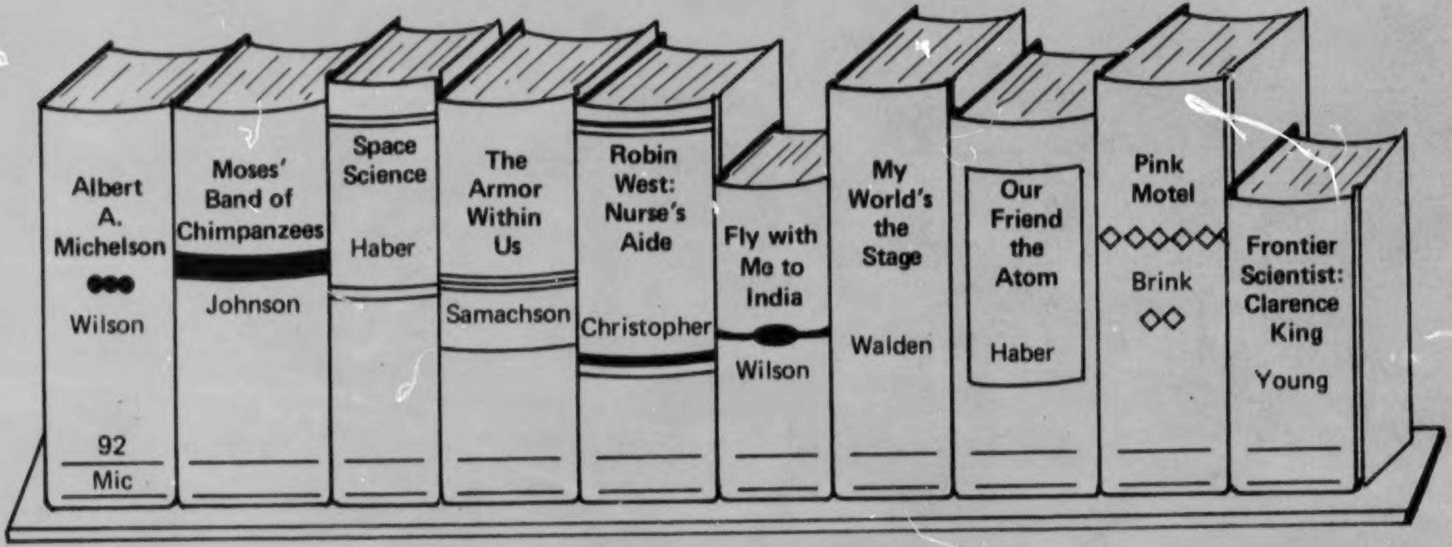
USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #4--MATCH CALL NUMBERS ON BOOKS TO CALL NUMBERS ON CATALOG CARDS

NAME ______________________________ SCORE ____________________

Using the catalog cards in Figures 26-35, write call numbers in the spaces provided on the book spines in Figure 25. Write an "F" below all fiction books. Write an "N" below all non-fiction books. One has been done for you.

FIGURE 25



Albert A. Michelson
Wilson
92
Mic
Moses' Band of Chimpanzees
Johnson
Space Science
Haber
The Armor Within Us
Samachson
Robin West: Nurse's Aide
Christopher
Fly with Me to India
Wilson
My World's the Stage
Walden
Our Friend the Atom
Haber
Pink Motel
Brink
Frontier Scientist: Clarence King
Young

A. N B. ______ C. ______ D. ______ E. ______ F. ______ G. ______ H. ______ I. ______ J. ______

ASSIGNMENT SHEET #4

FIGURE 26

92 **Wilson, John H., Jr.**
Mic Albert A. Michelson. America's first nobel
prize physicist. Messner © 1958
177 p.
Bibliography: p. 179
Index: p. 185

The story of Albert Michelson, the greatest
experimental physicist of his era and the first
American to win the Nobel Prize for Physics.

1. Michelson, Albert A., 1852-1931. I. Physicists
I. Title

○

FIGURE 27

Fic **Brink, Carol Ryrie**
Bri The pink motel. Illus. by Sheila Greenwald.
Macmillan © 1959
182 p. illus. (Acorn books)

Kirby Mellen wanted some excitement in his life.
When his mother inherited a motel in Florida,
life did indeed become very exciting for Kirby.

I. Title

○

ASSIGNMENT SHEET #4

FIGURE 28

Fic **Christopher, Louise**
Chr Robin West: nurses's aide. Dell © 1963
119 p. (Robin West nurse adventures)

Robin West, a pretty nurse's aide, finds her life at Brentwood General Hospital full of excitement, drama, and romance. Here she becomes involved in the strange life of a beautiful debutante.

I. Title

○

FIGURE 29

Fic **Walden, Amelia Elizabeth**
Wal My world's the stage. McGraw-Hill © 1964
222 p.

Miranda Welch, young Shakespearean actress presents a moving and authentic picture of the sometimes triumphant sometimes tragic and always complex life of a young actress in America today.

1. Actors and actresses--Stories I. Title

○

ASSIGNMENT SHEET #4

FIGURE 30

92 **Young, Bob**
Kin Frontier scientist: Clarence King; by Bob and Jan
Young. Messner © 1968
190 p.
Selected further reading: p183

The story of a great nineteenth-century geologist-explorer, and a colorful saga of a time when the American West was a glorious challenge to men's daring and imagination. Clarence King was fearless, brilliant, reckless, equally at home in the trackless wilderness and in the most glittering society.

1. King, Clarence, 1842-1901 2. Explorers 3. Geologists I. Title

FIGURE 31

954 **Wilson, Dorothy Clarke**
Wil Fly with me to India. Illus. by Cliff Johnston.
Abingdon © 1954
127 p. illus.

A fascinating diary of a visit to independent India.

1. Asia - India I. Title

ASSIGNMENT SHEET #4

FIGURE 32

520 **Haber, Heinz**
Hab Space science: A new look at the universe. Golden
© 1967
154 p. illus.

The development of space science is traced in clear non-technical terms from the earliest rockets to the complex spacecraft of today.

1. Astronomy I. Title

○

FIGURE 33

591.5 **Johnson, James Ralph**
Joh Moses' band of chimpanzees. Written and illustrated
by James Ralph Johnson. McKay © 1969
144 p. illus.
Bibliography: p. 145

How Moses became the remarkable head of a traveling band of chimpanzees, leading them in fierce and bloody battles with leopards, African hunting dogs, and the innumerable other perils of the land, makes an exciting and informative story.

1. Animals-Habits and behavior. I. Title

○

ASSIGNMENT SHEET #4

FIGURE 34

611 **Samachson, Joseph**
Sam The armor within us. The story of bone, Illustrated
with photographs. Rand McNally © 1966
192 p. photos.
Index: p. 185 Bibliography: p. 183 Glossary: p. 174

A study of bone in which scientific data, sparked by
flashes of humor, come alive for the young reader.

1. Bones I. Title.

○

FIGURE 35

539.7 **Haber, Heinz**
Hab Our friend the Atom. Illustrated by the Walt Disney
Studio. Golden Press © 1961
160 p. col. illus.
Index: p. 162

Non-technical explanation of the atom and the vast
energy it can provide.

1. Atomic energy 2. Atoms I. Title

○

USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #5--DISTINGUISH AMONG AUTHOR, TITLE, AND SUBJECT CARDS

NAME ______________________________ SCORE ____________________

Nearly every book will have at least three catalog cards. These are placed on file alphabetically. (Transparency #1)

(NOTE: Some fiction books will have only author and title cards.)

The author card will be filed by the author's last name and is also called the *main entry card*.

The title card will be filed by the first word of the title of the book, unless the first word is *a, an* or *the*. Then the card will be filed by the second word in the title. (Transparency #2)

The subject card (what the book is about) will be filed with other cards of the same subject. A book may have more than one subject card. (Transparency #3)

EXAMPLE: Building, Construction

ASSIGNMENT SHEET #5

PART I

You can find a *title card* (Figure 36) by looking for it alphabetically under the first word of the title. (If the title begins with *a, an,* or *the*, then you would look under the second word.) You would look for the word *Audels* in the drawer of the card catalog containing the words beginning with *au*.

FIGURE 36

TITLE CARD

671.5 **Audels welders guide.**
Gra Graham, Frank D.
Audels welders guide. Indianapolis, Howard W.
Sams and Co. 1965
489 p. illus.

1. Welding I. Title

○

A. Why is the title given on this card twice?

B. Where in the library would you find the book listed on this title card?

C. How does this title card differ from the author card in Figure 38 for the same book?

ASSIGNMENT SHEET #5

PART II

Perhaps you go to the library some day and decide you would like to read a book about welding. You know that the card catalog will contains a *subject card* (Figure 37). Going to the card catalog you would look for the drawer with the cards beginning with *we*. Looking through the drawer, you would find cards with the heading **WELDING**. These are subject cards, and you would notice that the top line is either printed in *capital* letters or in *red* letters.

FIGURE 37

SUBJECT CARD

671.5 **WELDING**
Gra Graham, Frank D.
Audels welders guide. Indianpolis, Howard W.
Sams and Co. 1965
489 p. illus.

1. Welding I. Title

Answer the following questions:

A. How does this card differ from the author card in Figure 38.

B. What is the title of the book on this subject card?

C. What is the subject of this book?

D. How can you tell this is a subject card?

E. Where in the library would you find the book listed on this subject card?

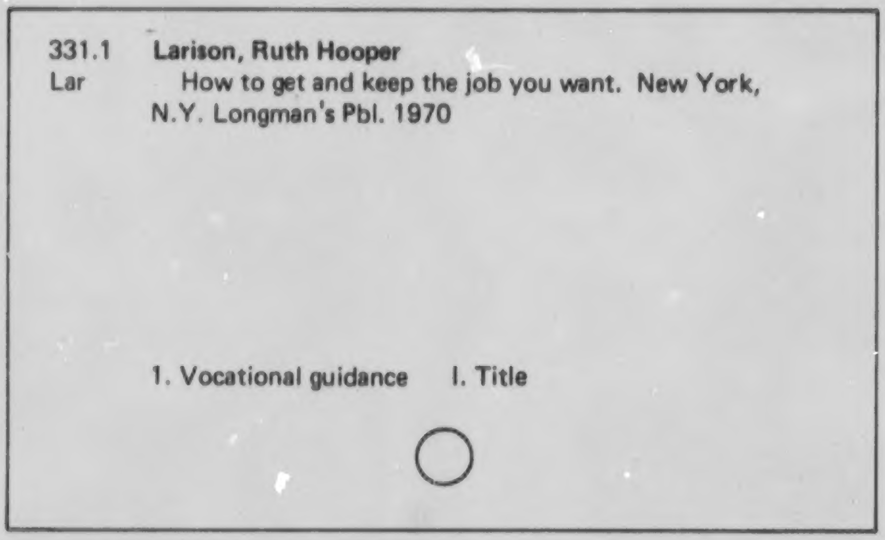
ASSIGNMENT SHEET #5

PART III

Below is a copy of the *author card* for a non-fiction book (Figure 38).

FIGURE 38

AUTHOR CARD



331.1 **Larison, Ruth Hooper**
Lar How to get and keep the job you want. New York,
N.Y. Longman's Pbl. 1970

1. Vocational guidance I. Title

A. Change the author card in Figure 38 into a subject card.

B. What did you do to change the card?

____

C. Under what letter of the alphabet would this card be found when it is an author card?

____

D. Under what letter of the alphabet would this card be found when it has been changed into a subject card?

____

E. What is the title of the book on this author card?

____

F. What is the subject of the book on this author card?

____

ASSIGNMENT SHEET #5

PART IV

Below is a copy of the *author card* for the non-fiction book you looked at on a preceding page (Figure 39).

FIGURE 39

AUTHOR CARD

331.1 **Larison, Ruth Hooper**
Lar How to get and keep the job you want. New York,
N.Y. Longman's Pbl. 1970

1. Vocational guidance

○

A. Change the author card in Figure 39 into a title card.

B. What did you do to change this card?

____

C. Under what letter of the alphabet would this card be found when it is an author card?

____

D. Under what letter of the alphabet would this card be found when it has been changed into a title card?

____

ASSIGNMENT SHEET #5

PART V

Select the correct card to answer the following questions. Write an "X" in the blanks before each correct answer.

A. Suppose you read a good book and wanted to read more books by the same author. What would you do?

_____1. Look up the author card to find more books

_____2. Use the title card

B. If someone told you the title of a book but not the author's name, how could you find it?

_____1. Look up the title card

_____2. Look under the subject card

C. Suppose you wanted to read about **CHINA**, **SNAKES**, or **AUTOMOBILES**. What would you do?

_____1. Look under the subject card

_____2. Look under the title card

USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #6--LOCATE MATERIALS IN LIBRARY CARD CATALOG

NAME ______________________ SCORE ______________

A catalog card supplies a lot of information about a book. Visit your school library. Look in the card catalog for an author card, a title card, and a subject card. On the lines below, fill in the information asked for from each card.

A. Author card

1. Author ______________________
2. Title ______________________
3. Publisher ______________________
4. Number of pages ______________________
5. Call number ______________________

B. Title card

1. Author ______________________
2. Title ______________________
3. Publisher ______________________
4. Number of pages ______________________
5. Call number ______________________

C. Subject card

1. Author ______________________
2. Title ______________________
3. Publisher ______________________
4. Number of pages ______________________
5. Call number ______________________

USING THE LIBRARY
UNIT I

ASSIGNMENT SHEET #7--LOCATE MATERIALS ON LIBRARY SHELVES

NAME ______________________ SCORE ______________

A list of books that are in your school library card catalog will be given to you by your instructor. Use the card catalog and write the call number beside each item on the list. Then use your list to locate these items on the shelves. Show each located book to your teacher.

USING THE LIBRARY
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

PART I

A. 4, 1, 5, 3, 2

B. 2, 5, 4, 3, 1

C. 1, 3, 4, 2, 5

D. 1, 3, 4, 5, 2

PART II

A. Hall, Lynne

B. Hamilton, Virginia

C. Hinkle, Thomas C.

D. Lewis, Mark

E. Lewis, Mary

F. Perl, Lila

G. Peters, Lane

H. Petersen, Lars

I. Speery, Armstrong

Assignment Sheet #2

PART I

A. 2

B. 10

C. 9

D. 3

E. 1

F. 6

G. 7

H. 5

I. 8

J. 4

ANSWERS TO ASSIGNMENT SHEETS

PART II

List 1		List 2		List 3		List 4	
a.	4	a.	1	a.	5	a.	5
b.	1	b.	4	b.	1	b.	2
c.	3	c.	5	c.	4	c.	4
d.	5	d.	3	d.	2	d.	3
e.	2	e.	2	e.	3	e.	1

List 5		List 6	
a.	5	a.	3
b.	1	b.	1
c.	4	c.	2
d.	3	d.	5
e.	2	e.	4

PART III

A.	10	K.	9
B.	12	L.	2
C.	5	M.	1
D.	4	N.	1
E.	10	O.	6
F.	1	P.	10
G.	7	Q.	8
H.	3	R.	4
I.	2	S.	4
J.	12	T.	11

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #3

A.
1. Call number
2. Author's name
3. Title of book
4. Place published
5. Publisher's name
6. Year published
7. Subject entry
8. Title entry

B.
1. Call number
2. Author's name
3. Title of book
4. Place published
5. Publisher's name
6. Year published
7. Subject entry
8. Title entry

Assignment Sheet #4

B. 591.5
Joh
N

C. 520
Hab
N

D. 611
Sam
N

E. Fic
Chr
F

F. 954
Wil
N

G. Fic
Wal
F

H. 539.7
Hab
N

I. Fic
Bri
F

J. 92
Kin
N

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

PART I

A. It is at the top so that it will be filed in card catalog by title. The second time it is in the regular order

B. 671.5 section

C. The title of the book is the top line

PART II

A. The subject of the book appears on the top line

B. *Audels Welders Guide*

C. Welding

D. Top line is written in red or in all capital letters

E. 671.5 section

PART III

A. Type VOCATIONAL GUIDANCE at the top in all capitals

B. Same as A

C. L (Larison)

D. V (Vocational)

E. *How to Get and Keep the Job You Want*

F. Vocational Guidance

PART IV

A. Type "How to get a job and keep it." at the top of the card

B. Same as A

C. L (Larison)

D. H (How)

PART V

A. 1

B. 1

C. 1

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

Assignment Sheet #7--Evaluated to the satisfaction of the instructor

USING THE LIBRARY
UNIT I

TEST

NAME______________________________ SCORE ____________________

1. Match terms associated with library use to their correct definitions. Write the correct numbers in the blanks.

_____a. Equipment such as projectors, computers, and record players

_____b. Films, slides, programs, etc. for projectors, computers, and other audio-visual hardware

_____c. Place where books and learning materials are stored

_____d. Arrangement into similar groups

_____e. Placed in order according to the alphabet

_____f. Back edge of a book

_____g. Condition of caring for something

1. Spine
2. Alphabetical
3. Classification
4. Library
5. Responsibility
6. Software
7. Hardware

2. State rules that apply to most libraries.

a. ____

b. ____

c. ____

d. ____

e. ____

TEST

3. Match terms associated with library materials to their correct definitions. Write the correct numbers in the blanks.

______a. Encyclopedias, dictionaries, atlases, and so on

______b. Film bearing photo record on a reduced scale

______c. Pamphlets, posters, and other materials placed in a file

______d. Learning materials such as filmstrips, films, records, and cassettes

______e. Magazines and newspapers that arrive periodically

______f. Small area set up to teach specific skills

1. Periodicals
2. Audio-visuals (non-book)
3. Microfiche/ microfilm
4. Reference books
5. Vertical file
6. Learning center

4. Match types of materials found in libraries to their correct classifications. Write the correct numbers in the blanks.

______a. Filmstrips, cassettes, records, pictures, slides, globes, and maps, microfiche and microfilm

______b. Easy, fiction, non-fiction, reference

______c. Newspapers, magazines, and journals

______d. Projectors, cassette and record players, microreaders, computers

______e. Displays, bulletin boards, mobiles

1. Books
2. Audio-visual (non-book) software
3. Periodicals
4. Learning centers
5. Audio-visual (non-book) hardware

5. Match library materials to their types of arrangement. Write the correct numbers in the blanks. Problems may have more than one correct answer.

______a. Numbered order

______b. Alphabetical order

______c. No set pattern of arrangement

______d. Alphabetical order with other cards in card catalog

1. Fiction books
2. Non-fiction books
3. Catalog cards for audio-visuals
4. Catalog cards
5. Audio-visuals

TEST

6. Match terms associated with the card catalog to their correct definitions. Write the correct numbers in the blanks.

   _____a. Number placed on spine of book and corresponding catalog cards

   _____b. Set of drawers filled with cards that describe books in the library

   _____c. Number system used to classify library books

   _____d. Card containing useful information about a book and book's location; found in card catalog

   1. Catalog card
   2. Card catalog
   3. Dewey Decimal Classification System
   4. Call number

7. Select from the following list true statements about the purposes of the card catalog. Write a "T" in the blanks before statements that are true.

   _____a. Is only for librarian's use

   _____b. Helps library user locate books and other materials without help of librarian

   _____c. Helps user find materials by author, title, or subject

   _____d. Is not found in all libraries

   _____e. Groups books of one subject

   _____f. Saves reader time

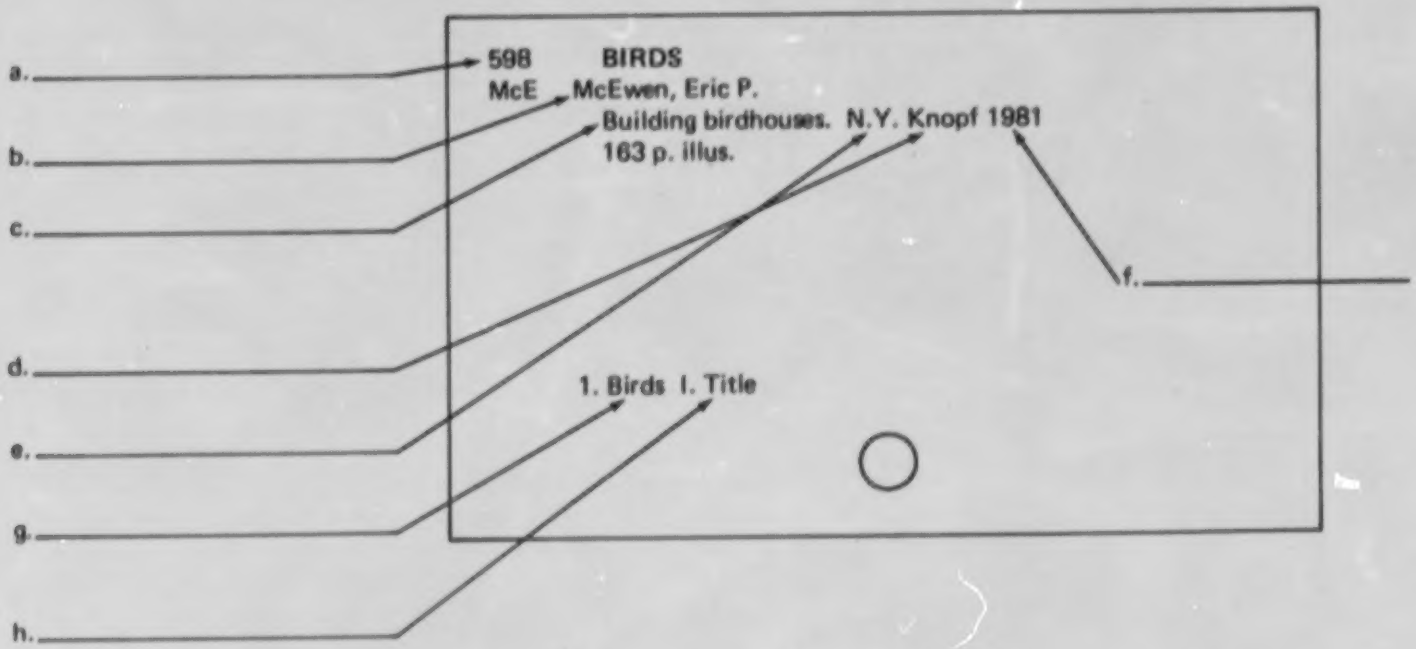
   _____g. Checks out books to people

TEST

8. Identify information on a catalog card. Write the information from the following list in the correct blanks.

Title of book
Call number
Publisher
Title entry

Date published
Subject entry
Place published
Author's name



598 BIRDS
McE McEwen, Eric P.
Building birdhouses. N.Y. Knopf 1981
163 p. illus.

1. Birds I. Title

TEST

9. Select from the following list true statements about the Dewey Decimal Classification System. Write an "X" in the blanks before the true statements.

______a. Helps in reading a micrometer

______b. Breaks ten main subject areas into ten main *divisions*

______c. Places all non-fiction books in ten broad subject *areas*

______d. Gives each subject area a number

______e. Adapted by Melvil Dewey

______f. Expands groups by use of decimals

______g. Used as call numbers for fiction books

______h. Breaks each of the ten divisions into ten smaller *groups*

10. Match terms associated with library books to their correct definitions. Write the correct numbers in the blanks.

______a. True life story of a person, written by that person

______b. True stories and general knowledge

______c. Stories not true; read for enjoyment

______d. True life story of a person, written by another person

1. Biography
2. Autobiography
3. Fiction
4. Non-fiction

11. Distinguish between the characteristics of fiction and non-fiction books. Write an "F" before the statement that describes fiction books, and an "N" before the statement that describes non-fiction books.

______a. Stories not true

______b. True stories and general knowledge

12. Select true statements about call numbers on fiction, non-fiction, biographical, and autobiographical books. Write an "X" in the blank before each correct answer.

a. Non-fiction books

______1) Copied on book's spine

______2) Listed on every catalog card to correspond with book

______3) Gives each subject area in a book a number

TEST

_____4) Placed on shelf in numerical order

_____5) Contains same numbers as the publishing date

_____6) Based on Dewey Decimal System plus first letter or letters of author's last name

b. Fiction books

_____1) Printed on book spine with **F** or **Fic** and first letter or letters of author's last name

_____2) Listed on catalog card to correspond with book

_____3) Used only by the librarian

_____4) Stored in one area in alphabetical order by author's last name

_____5) Alphabetized first by author, then by title, if more than one book by same author

_____6) Place books in five divisions

c. Biographical and autobiographical books

_____1) Printed on spine for individual biography is **921** and initial letters or last name of person written about

_____2) Contain same numbers as copyright numbers

_____3) Printed on spine for collective biography is **920** and initial letters or last name of author

_____4) Arranged in a group alphabetically by *author*, if more than one book is written about a person

_____5) Use same system nationwide to classify biographical and autobiographical books

TEST

13. Identify author, title, and subject cards. Write in the blank below each card either *author card, title card*, or *subject card*.

629.28 AUTOMOBILES--MAINTENANCE AND REPAIR
Bar Barkhouse, Bob
Engine repair: head assembly and valve gear.
Bloomington, IL, McKnight 1975
xiii, 459 p. illus.

1. Automobiles--Engines 2. Automobiles--Maintenance
and repair I. Title

a. ____

629.28 Barkhouse, Bob
Bar Engine repair: head assembly and valve gear.
Bloomington, IL, McKnight 1975
xiii, 459 p. illus.

1. Automobiles--Engines 2. Automobiles--Maintenance
and repair I. Title

b. ____

TEST

629.28 Engine repair: head assembly and valve gear.
Bar Barkhouse, Bob
Engine repair: head assembly and valve gear.
Bloomington, IL, McKnight 1975
xiii, 459 p. illus.

1. Automobiles--Engines 2. Automobiles--Maintenance and repair I. Title

c. ____

(NOTE: Test questions 14-19 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

14. Arrange books in order by call number.

15. Arrange catalog card top lines in alphabetical order.

16. Match call numbers on books to call numbers on catalog cards.

17. Distinguish among author, title, and subject cards.

18. Locate materials in library card catalog.

19. Locate materials on library shelves.

USING THE LIBRARY
UNIT I

ANSWERS TO TEST

1. a. 7
   b. 6
   c. 4
   d. 3
   e. 2
   f. 1
   g. 5
2. a. Be quiet in the library
   b. Handle library material carefully
   c. Get a library card to borrow material
   d. Accept responsibility for material borrowed from library
   e. Return material on, or before due date
3. a. 4
   b. 3
   c. 5
   d. 2
   e. 1
   f. 6
4. a. 2
   b. 1
   c. 3
   d. 5
   e. 4
5. a. 2
   b. 1, 4
   c. 5
   d. 3
6. a. 4
   b. 2
   c. 3
   d. 1

ANSWERS TO TEST

7. b, c, e, f
8. a. Call number
   b. Author's name
   c. Title of book
   d. Publisher
   e. Place published
   f. Date published
   g. Subject entry
   h. Title entry
9. b, c, d, e, f, h
10. a. 2
    b. 4
    c. 3
    d. 1
11. a. F
    b. N
12. a. 1, 2, 4, 6
    b. 1, 2, 4, 5
    c. 1, 3, 4
13. a. Subject card
    b. Author card
    c. Title card
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor
16. Evaluated to the satisfaction of the instructor
17. Evaluated to the satisfaction of the instructor
18. Evaluated to the satisfaction of the instructor
19. Evaluated to the satisfaction of the instructor

USING THE DICTIONARY
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to locate words in a dictionary by using guide words, arrange words in alphabetical order, divide words into syllables, and write parts of speech for given words. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. Match word groups to rules of alphabetical order.
3. Discuss dictionary guide words.
4. Write main reasons for looking up words in dictionary.
5. Select from a list other kinds of information found in dictionary.
6. Write words in alphabetical order.
7. Use guide words to choose words found on a dictionary page.
8. Find definitions of words in dictionary.
9. Find meanings of abbreviations in a dictionary.
10. Use dictionary to divide words into syllables.
11. Use dictionary to write meanings of given prefixes.
12. Use dictionary to write correct word endings.
13. Use dictionary to write the origin of words.
14. Write parts of speech for given words.

USING THE DICTIONARY
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Provide students with copies of good *desk* dictionaries. *Webster's New World Dictionary* (latest edition) is an excellent choice and comes in paperback.

   G. Have students survey their dictionaries. Point out the dictionary's Table of Contents, Guide to the Use of the Dictionary, Abbreviations and Symbols Used in this Dictionary, and special tables and listings in the back of the dictionary.

   H. Use Transparency #2 to explain the abbreviations and symbols used in a typical dictionary entry, and to explain the numbering system used to order the various definitions of each entry.

   I. Supplement assignment sheets with additional assignments from any basic language text. Some students may need much practice.

   J. Have students use the letters in the word *dictionary* to make as many words as possible.

   K. Have students play "Dictionary Scramble." Divide the class into two teams. Give each team a list of questions to be answered by using the dictionary. The team which finds all of the answers first, wins the game.

   EXAMPLES: What is the symbol for *micro*?
   How many parts of speech can *fall* be used as?
   How many pounds in a gross ton?

   L. Give test.

   M. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

SUGGESTED ACTIVITIES

D. Transparency masters

   1. TM #1--Sample Dictionary Table of Contents
   2. TM #2--Typical Dictionary Entry.

E. Assignment sheets

   1. Assignment Sheet #1--Write Words in Alphabetical Order
   2. Assignment Sheet #2--Use Guide Words to Choose Words Found on a Dictionary Page
   3. Assignment Sheet #3--Find Definitions of Words in Dictionary
   4. Assignment Sheet #4--Write Definitions
   5. Assignment Sheet #5--Find Meanings of Abbreviations in a Dictionary
   6. Assignment Sheet #6--Use Dictionary to Divide Words Into Syllables
   7. Assignment Sheet #7--Use Dictionary to Write Meanings of Given Prefixes
   8. Assignment Sheet #8--Use Dictionary to Write Correct Word Endings
   9. Assignment Sheet #9--Use Dictionary to Write the Origin of Words
   10. Assignment Sheet #10--Write Parts of Speech For Given Words
   11. Assignment Sheet #11--Select Correctly Spelled Words
   12. Assignment Sheet #12--Choose Words that Should be Capitalized
   13. Assignment Sheet #13--Match Words to Their Synonyms
   14. Assignment Sheet #14--Match Words to Their Antonyms

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Fraier, Jacob J., and Flora Morris Brown. *Effective English*. Morristown, New Jersey: Silver Burdett Co., 1979.

B. Guralink, David B. *Webster's New World Dictionary*, Elementary ed. MacMillan Publishing Co., Inc., 1966.

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D. Thorndike, E. L., and Clarence L. Barnhart. *Thorndike Barnhart Advanced Jr. Dictionary*. Chicago: Scott Foresman and Co., 1965.

USING THE DICTIONARY
UNIT I

INFORMATION SHEET

I. Terms and definitions

A. Abbreviation--Shortened form of a word

B. Antonym--Word with meaning opposite of another

EXAMPLE: *Bad* is an antonym for *good*

C. Dictionary--Book containing information about words

D. Etymology--History of a word from its first recorded use

E. Guide words--Two boldface words at the top of a dictionary page

F. Origin--Country or language that a word came from

G. Prefix--Letters or syllable placed before a root word to change its meaning

H. Pronunciation--Sound of a word or words

I. Suffix--Letter or syllable placed after a root word to change its meaning

J. Syllable--Portion of a word that includes a vowel sound

K. Synonym--Word with meaning similar to another

EXAMPLE: *Slender* is a synonym for *thin*

II. Word groups and rules of alphabetical order (Assignment Sheet #1)

(NOTE: All dictionary words are arranged in alphabetical order.)

A. Words appear by first letters as the letters occur in the alphabet

EXAMPLES: auxiliary, bark, contest

B. Words beginning with same letter use second letter to alphabetize

EXAMPLES: plywood, pneumatic, poach

C. Words beginning with same two first letters use third letter to alphabetize

EXAMPLES: biannual, bib, bide, biennial

INFORMATION SHEET

D. Two words used together as one treat the second word as part of the first (Assignment Sheet #1)

EXAMPLES: Water hole, water main, water power, water vapor

III. Dictionary guide words (Assignment Sheet #2)

A. Two boldface words listed at top of dictionary page

(NOTE: Guide words are used to help you quickly know what words appear on a page. One is on the right-hand side, and one is on the left-hand side.)

B. Word to left gives first word on page

C. Word to right gives last word on page

IV. Main reasons for looking up words in dictionary (Assignment Sheets #3-#4, #11 and #12)

A. To find definition (Assignment Sheet #3)

(NOTE: When you become aware of a word you do not know, look it up in the dictionary.)

B. To check for multiple meanings (Assignment Sheets #3 and #4)

(NOTE: Most words have more than one meaning.)

EXAMPLE: recap--To put a new tread on a tire
recap--A recapped tire
recap--To repeat briefly

C. To check for correct spelling and capitalization (Assignment Sheets #11 and #12)

D. To learn correct pronunciation

E. To find where to divide words at end of a line (Assignment Sheet #6)

(NOTE: Words are always divided between syllables.)

V. Other kinds of information found in dictionary (Assignment Sheets #5, #7-#10, and #12-#14; Transparencies #1 and #2)

A. Spelling of contractions and placement of apostrophe

EXAMPLE: **aren't** (ärnt) are not: also occasionally used as a substitute for a contraction of *am not* in interrogative constructions: see also AIN'T

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INFORMATION SHEET

B. Abbreviations and symbols (Assignment Sheet #5)

EXAMPLES: **mi·cro-** (mī′krō, -krə) [Gr. *mikro-* < *mikros*, small < IE. *(*s*)*meik-*: see MICA] *a combining form meaning*: 1. *a*) little, small, minute *b*) exceptionally little, abnormally small [*microcephalic*] 2. enlarging or amplifying [*microscope, microphone*] 3. involving microscopes, microscopic [*microchemistry*] 4. one millionth part of (a specified unit); the factor 10^{-6} [*microgram*]: symbol μ Also **micr-**

mi·cro·far·ad (mī′krə far′ad, -əd) *n.* one millionth of a farad: symbol μf

N (en) *n.* 1. an object shaped like *N* 2. *Chem.* nitrogen —*adj.* shaped like *N*
n (en) *n.* 1. *Math. the symbol for* an indefinite number: see NTH 2. *Physics the symbol for* neutron
n- negative
N, N., n, n. 1. north 2. northern

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C. Correct placement of capital letters (Assignment Sheet #12)

EXAMPLES: **Port·land** (pôrt′lənd) 1. [after ff.] city and port in NW Oreg., at the confluence of the Columbia & Willamette rivers: pop. 383,000 (met. area 1,009,000) 2. [after *Portland*, town and island in England] seaport in SW Me., on the Atlantic: pop. 65,000
portland cement [from resemblance of the concrete made from it to stone quarried on the Isle of *Portland*, England] [*sometimes* **P-**] a kind of cement that hardens under water, made by burning a mixture of limestone and clay or similar materials
Port Louis capital of Mauritius; seaport on the NW coast: pop. 125,000
port·ly (pôrt′lē) *adj.* **-li·er, -li·est** [PORT² + -LY¹] 1. large and heavy in a dignified and stately way 2. stout; corpulent —**port′li·ness** *n.*

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D. Spelling of plurals (Assignment Sheet #8)

EXAMPLES: **cac·tus** (kak′təs) *n.*, *pl.* **-tus·es, -ti** . . .

fish¹ (fish) *n.*, *pl.* **fish**; in referring to different species, **fish′es** . . .

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INFORMATION SHEET

E. Prefix meanings (Assignment Sheet #7)

EXAMPLE: **pre-** (prē; also, *unstressed*, pri, prə) [ME. < OFr. & L.; L. *prae* < *prae*, before, in front of < IE. **prai*, var. of base **per*, beyond, whence FORE, FIRST] *a prefix meaning:* **1.** before in time, earlier (than), prior (to) *[presuppose, prewar]* **2.** before in place, in front (of), anterior (to) *[preaxial]* **3.** before in rank, superior, surpassing *[preeminent]* **4.** preliminary to, in preparation for *[preschool]* Cf. PRAE-

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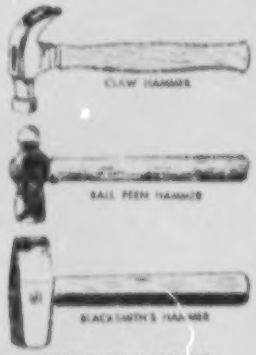
F. Etymology (origin) of words (Transparency #2, Assignment Sheet #9)

(NOTE: The etymology of a word appears in brackets [], uses the symbol < for "derived from," and abbreviations such as ME. [Middle English], G. [German], and OFr. [Old French] to label languages. Use the dictionary's "Abbreviations and Symbols" section to help you interpret these labels.)

EXAMPLE: **ham·mer** (ham′ər) *n.* [ME. *hamer* < OE. *hamor*, akin to G. *hammer*, ON. *hamarr*, crag, cliff < IE. **komor-*, stone hammer < base **ak-m-* < **ak-*, sharp, sharp stone] **1.** a tool for pounding, usually consisting of a metal head fastened across one end of a handle: one end of the head may be a pronged claw for pulling nails **2.** a thing like this tool in shape or use; specif., *a)* the mechanism that strikes the firing pin or percussion cap in a firearm *b)* a device for striking a bell, gong, metal bar, etc. to make a sound *c)* any of the felt-covered mallets that strike against the strings of a piano *d)* a power tool fitted with a metal block or oscillating chisel, for pounding metal into shape, breaking up paved surfaces, etc. **3.** the malleus, one of the bones of the middle ear: see EAR, illus. **4.** an auctioneer's gavel **5.** a metal ball weighing usually sixteen pounds, hung from a wire handle and thrown for distance in a track and field competition —*vt.* **1.** to strike repeatedly with or as with a hammer **2.** to make or fasten with a hammer **3.** to drive, force, or shape with or as with hammer blows *[to hammer an idea into someone's head]* —*vi.* to strike repeated blows with or as with a hammer —**hammer and tongs** [with reference to a blacksmith's work] with all one's might; very vigorously —**hammer (away) at 1.** to work continuously or energetically at **2.** to keep emphasizing or talking about —**hammer out 1.** to shape, construct, or produce by hammering **2.** to make flat by hammering **3.** to take out by or as by hammering **4.** to develop or work out by careful thought or repeated effort —**under the hammer** [cf. *n.* 4] for sale at auction —**ham′mer·er** *n.*



TYPES OF HAMMER

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INFORMATION SHEET

G. Synonyms (Assignment Sheet #13)

(NOTE: A synonym is a word with a meaning similar to that of the entry word. A synonym is identified in the dictionary as —SYN.)

EXAMPLE: ***SYN.*—old** implies a having been in existence or use for a relatively long time [*old* shoes, *old* civilizations]; **ancient** specifically implies reference to times long past [*ancient* history]; **antique** is applied to that which dates from ancient times, or, more commonly, from a former period [*antique* furniture]; **antiquated** is used to describe that which has become old-fashioned or outdated [*antiquated* notions of decorum]; **archaic,** in this connection, applies to that which is marked by the characteristics of an earlier period [an *archaic* iron fence surrounded the house]; **obsolete** is applied to that which has fallen into disuse or is out-of-date [*obsolete* weapons] —*ANT.* **new, modern**

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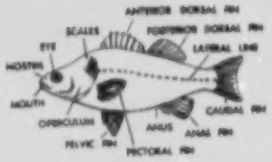
H. Antonyms (Assignment Sheet #14)

(NOTE: An antonym is a word with a meaning opposite that of the entry word. An antonym is identified in the dictionary as —ANT.)

EXAMPLES: happy--sad
dusk--dawn
baby--adult

I. Pictures and diagrams

EXAMPLE: **fish**^{1} (fish) *n., pl.* **fish;** in referring to different species, **fish'es:** see PLURAL, II, D, 2 [ME. < OE. *fisc*, akin to G. *fisch* < IE. base **pisk-*, whence L. *piscis*] 1. any of a large group of cold-blooded vertebrate animals living in water, and having permanent gills for breathing, fins, and, usually, scales 2. loosely, any animal living in water only, as a dolphin, crab, oyster, etc.: often used in combination [*shellfish, jellyfish*] 3. the flesh of a fish used as food 4. [Colloq.] a person thought of as like a fish in being easily lured by bait, lacking intelligence or emotion, etc. 5. *Naut.* a device for raising an anchor —[F-] Pisces, the constellation and twelfth sign of the zodiac —*vi.* [OE. *fiscian*] 1. to catch or try to catch fish, or shrimps, lobsters, etc. 2. to try to get something indirectly or by cunning (often with *for*) —*vt.* 1. to catch or try to catch fish, shrimps, etc. in [to *fish* a stream] 2. to get by fishing 3. to grope for, find, and bring to view: often with *out* or *up* [to *fish* a coin from one's pocket] 4. *Naut.* to raise (an anchor) with a fish (*n.* 5) —*adj.* 1. of fish or fishing 2. selling fish —**drink like a fish** to drink heavily, esp. alcoholic liquor —**fish in troubled waters** to try to gain something by taking advantage of a confused or troubled situation —**fish or cut bait** to proceed energetically with a task or give it up altogether —**fish out** to deplete the stock of fish in (a lake, etc.) —**like a fish out of water** out of one's element; in surroundings not suited to one —**neither fish, flesh, nor fowl (nor good red herring)** not anything definite or recognizable —**other fish to fry** other, more important things to attend to —**fish'a·ble** *adj.* —**fish'like'** *adj.*



FISH

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INFORMATION SHEET

J. Parts of speech of words (Assignment Sheet #10)

(NOTE: The abbreviation[s] after the entry word shows its parts of speech.)

EXAMPLES: *n.*--noun, *v.*--verb, *pron.*--pronoun, *adj.*--adjective, *adv.*--adverb, *prep.*--preposition, *conj.*--conjunction, *interj.*--interjection

(NOTE: The way a word is used in a sentence determines its part of speech. Therefore, one word may be used as many different parts of speech.)

EXAMPLES: **Round** *adj.*--Five hundred is a *round* number.
Round *v.*--*Round* the edges off the corners.
Round *adv.*--There is just enough to go *round*.
Round *prep.*--We sat *round* the fire.
Round *n.*--The police officer drove her *round* in 15 minutes.

with·out (with out′, with·) ***adv.*** [ME. ***withuten*** < OE. ***withutan*** < ***with***, WITH + ***utan***, from outside, without < ***ut***, OUT] **1.** on the outside; externally **2.** outside a building or place; out of doors —***prep.*** **1.** at, on, to, or toward the outside of **2.** beyond /*without* his reach/ **3.** not with; lacking /a shirt *without* buttons/ **4.** free from /*without* fear/ **5.** with avoidance of /to pass by *without* speaking/ **6.** [Obs.] besides —***n.*** the outside or the exterior —***conj.*** [Dial.] unless: often followed by *that* /they can't go, *without* (that) they get permission/ —**go** (or **do**) **without** to manage although lacking something implied or previously mentioned

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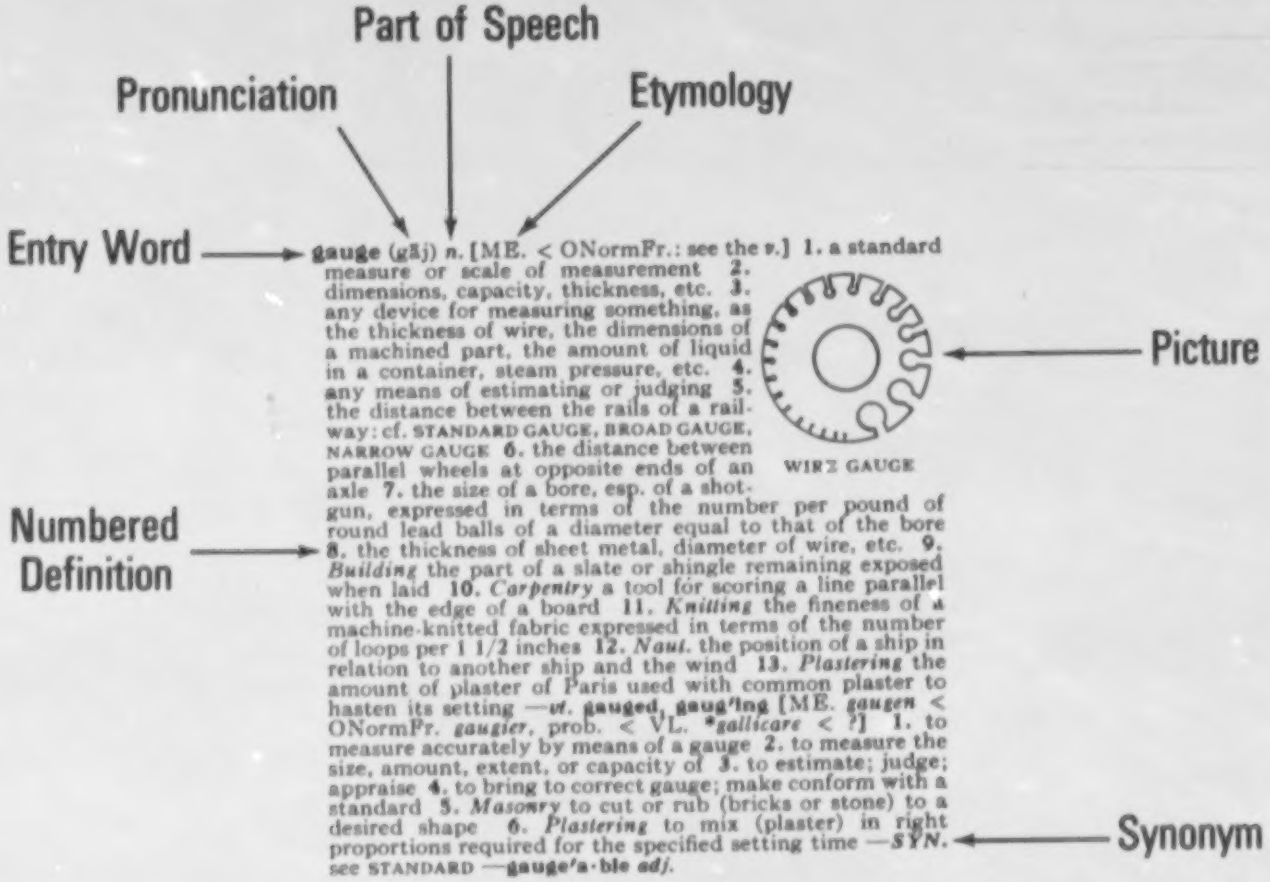
Typical Dictionary Entry



gauge (gāj) *n.* [ME. < ONormFr.: see the *v.*] 1. a standard measure or scale of measurement 2. dimensions, capacity, thickness, etc. 3. any device for measuring something, as the thickness of wire, the dimensions of a machined part, the amount of liquid in a container, steam pressure, etc. 4. any means of estimating or judging 5. the distance between the rails of a railway: cf. STANDARD GAUGE, BROAD GAUGE, NARROW GAUGE 6. the distance between parallel wheels at opposite ends of an axle 7. the size of a bore, esp. of a shotgun, expressed in terms of the number per pound of round lead balls of a diameter equal to that of the bore 8. the thickness of sheet metal, diameter of wire, etc. 9. *Building* the part of a slate or shingle remaining exposed when laid 10. *Carpentry* a tool for scoring a line parallel with the edge of a board 11. *Knitting* the fineness of a machine-knitted fabric expressed in terms of the number of loops per 1 1/2 inches 12. *Naut.* the position of a ship in relation to another ship and the wind 13. *Plastering* the amount of plaster of Paris used with common plaster to hasten its setting —*vt.* **gauged, gaug'ing** [ME. *gaugen* < ONormFr. *gaugier*, prob. < VL. **gallicare* < ?] 1. to measure accurately by means of a gauge 2. to measure the size, amount, extent, or capacity of 3. to estimate; judge; appraise 4. to bring to correct gauge; make conform with a standard 5. *Masonry* to cut or rub (bricks or stone) to a desired shape 6. *Plastering* to mix (plaster) in right proportions required for the specified setting time —*SYN.* see STANDARD —**gauge'a·ble** *adj.*

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USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #1--WRITE WORDS IN ALPHABETICAL ORDER

NAME ______________________________ SCORE ______________

Practice in arranging words in alphabetical order will help you find words quickly in a dictionary. All dictionary entries are listed in alphabetical order.

PART I

A. List in alphabetical order the following words related to mechanical trades.

oxygen	1. ______________	acetylene	6. ______________
tongs	2. ______________	flux	7. ______________
alloy	3. ______________	slag	8. ______________
electrodes	4. ______________	valve	9. ______________
regulator	5. ______________	engine	10. ______________

B. Write these mechanical trades words in alphabetical order. You may have to notice second, third, or fourth letters.

fusion	1. ______________	bevel	13. ______________
fillet	2. ______________	bend	14. ______________
flame	3. ______________	bead	15. ______________
flux	4. ______________	bank	16. ______________
tongs	5. ______________	condenser	17. ______________
tank	6. ______________	combustion	18. ______________
torch	7. ______________	conductor	19. ______________
tee	8. ______________	compression	20. ______________
angle	9. ______________	crankshaft	21. ______________
arc	10. ______________	carburetor	22. ______________
acetylene	11. ______________	crankcase	23. ______________
alloy	12. ______________	camshaft	24. ______________

ASSIGNMENT SHEET #1

PART II

A. List in alphabetical order the following words related to home and community services.

hospital 1. ______________ scrub brush 6. ______________

wool 2. ______________ vacuum 7. ______________

needle 3. ______________ yard goods 8. ______________

cotton 4. ______________ acetate 9. ______________

housekeeping 5. ______________ crepe 10. ______________

B. Write these home and community services words in alphabetical order. You may have to notice second, third, or fourth letters.

pail 1. ______________ mixture 13. ______________

stitch 2. ______________ mixed 14. ______________

bucket 3. ______________ oven 15. ______________

sewing 4. ______________ saucer 16. ______________

yard 5. ______________ salt 17. ______________

yardstick 6. ______________ saucepan 18. ______________

yarn 7. ______________ unplug 19. ______________

sift 8. ______________ syrup 20. ______________

solvent 9. ______________ sugar 21. ______________

sieve 10. ______________ bobbin 22. ______________

scrub 11. ______________ sandwich 23. ______________

mixer 12. ______________ broom 24. ______________

PART III

A. List in alphabetical order the following words related to construction trades.

hammer 1. ______________ clamp 6. ______________

chisel 2. ______________ framing square 7. ______________

saw 3. ______________ drill 8. ______________

nail 4. ______________ plane 9. ______________

lag screw 5. ______________ sander 10. ______________

ASSIGNMENT SHEET #1

B. Write these construction trades words in alphabetical order. You may have to notice second, third, or fourth letters.

distance 1. ____________
dimensions 2. ____________
divisions 3. ____________
tools 4. ____________
framing 5. ____________
file 6. ____________
foot 7. ____________
fourth 8. ____________
concrete 9. ____________
cement 10. ____________
coarse 11. ____________
composition 12. ____________
hatchet 13. ____________
handsaw 14. ____________
hammer 15. ____________
hacksaw 16. ____________
standard 17. ____________
step 18. ____________
stray 19. ____________
speed 20. ____________
mixture 21. ____________
mixed 22. ____________
mixing 23. ____________
mixer 24. ____________

PART IV

Arrange in alphabetical order the following groups of words.

A. black oak 1. ____________
blackjack 2. ____________
blacksmith 3. ____________
black 4. ____________

B. dressing room 1. ____________
dressing 2. ____________
dressing gown 3. ____________
dressing table 4. ____________

C. drill bit 1. ____________
drill hole 2. ____________
drill 3. ____________
drill press 4. ____________

D. foot-pound 1. ____________
footer 2. ____________
footstool 3. ____________
footing 4. ____________

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #2--USE GUIDE WORDS TO CHOOSE WORDS FOUND ON A DICTIONARY PAGE

NAME ________________________________ SCORE ______________

Practice in using dictionary guide words helps you find words quickly in a dictionary. If you know how to use the guide words, you do not need to read the whole page.

PART I

Write an "X" before the words in the following list that would be found on a dictionary page with **MUMMER** and **MUSICIAN** as guide words.

______A. muscular
______B. mumps
______C. multiply
______D. music
______E. mushroom
______F. murder
______G. mumble
______H. muse
______I. musing
______J. muslin
______K. munch
______L. mum
______M. muff
______N. mural
______O. musician

PART II

Write an "X" before the words in the following list that would be found on a dictionary page with **HOLDING** and **HOME ECONOMICS** as guide words.

______A. holy
______B. homage
______C. homely
______D. hold
______E. holly
______F. hook
______G. homemaker
______H. holiday
______I. honk
______J. hole
______K. hollow
______L. hookworm
______M. hod
______N. hoe
______O. hoist

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #3--FIND DEFINITIONS OF WORDS IN DICTIONARY

NAME ______________________________ SCORE ______________

When you become aware of a word you do not know, look it up in a dictionary. Once you know what a word means, you will be able to add the word to your vocabulary and thus use it correctly when talking or writing.

PART I

Find the meaning of each of the following words in the dictionary. Write the definitions in the space provided. Then use each word in a sentence.

A. assistance-- ______________________________

B. assistants-- ______________________________

C. personal-- ______________________________

D. personnel-- ______________________________

ASSIGNMENT SHEET #3

E. advice--

F. advise--

G. presence--

H. presents--

I. council--

ASSIGNMENT SHEET #3

J. counsel--

PART II

Find the following underlined words in the dictionary. Write the definition that best matches the way the word is used in the sentence.

A. Too much heat from gas welding can warp metal.

B. Heat will expand metal, and cold will contract it.

C. Aluminum is a malleable metal.

D. Tin is an inexpensive metal.

ASSIGNMENT SHEET #3

E. Some wool sweaters will pill easily.

F. The tailoring of that suit is excellent.

G. Sandpaper is an abrasive.

H. You need to refinish that piece of wood.

I. That child's toy is made of plush.

ASSIGNMENT SHEET #3

J. This is a very plush restaurant. ______________________________

PART III

In the following safety rules, find the underlined words in the dictionary. Write the definition that best matches the way the word is used in the sentence.

A. Never look at a welding arc with the naked eye. ______________________________

B. Use a head or face shield that is in good condition. ______________________________

C. Wear work or rubber gloves to protect the hands. ______________________________

D. Do not weld around inflammable materials. ______________________________

E. Do not use dry-cleaning fluids in confined places without ventilation. ______________________________

ASSIGNMENT SHEET #3

F. Always shut off main switch or disconnect plug when cleaning an appliance.________

____

____

____

G. Do not leave electrode holder on welding table or in contact with grounded metal surface. ______________________________________

____

____

____

H. Stand on dry footing when working around electrical wires.________________

____

____

____

I. Keep area around workbench clean.______________________

____

____

____

J. Store tools in their proper locations.______________________

____

____

____

K. Wear clothes appropriate for the job being performed.________________

____

____

____

ASSIGNMENT SHEET #3

L. Never approximate when mixing solvents.

M. Use a disinfectant detergent to clean certain bathroom fixtures.

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #4--WRITE DEFINITIONS

NAME ______________________________ SCORE ______________

Have you ever thought about lexicographers (lex • i • cog • raph • ers)? They are the people who write dictionaries. How do they define so many words? It is not as hard as it seems. In fact, it can be fun. People who write dictionaries define all words according to the following formula or method.

WORD + CLASS + DIFFERENTIA = DEFINITION

(NOTE: *Differentia* are details that make the word different from other words in its class.)

EXAMPLES:

WORD	CLASS	DIFFERENTIA
hammer	hand tool	used for pounding
DEFINITION: A hammer is a hand tool used for pounding.		
iron	electrical device	uses heat to remove wrinkles from cloth
DEFINITION: An iron is an electrical device which uses heat to remove wrinkles from cloth.		
truck	vehicle	used for hauling and transporting loads along streets and highways
DEFINITION: A truck is a vehicle used for hauling and transporting loads along streets and highways.		

Try your hand at being a lexicographer. Use the lexicographer's formula to define at least 10 words in the following list.

A. WORD: *paring knife*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

ASSIGNMENT SHEET #4

B. WORD: *pliers*

CLASS: ____________________

DIFFERENTIA: ____________________

____

DEFINITION: ____________________

____

C. WORD: *toaster*

CLASS: ____________________

DIFFERENTIA: ____________________

____

DEFINITION: ____________________

____

D. WORD: *lettuce*

CLASS: ____________________

DIFFERENTIA: ____________________

____

DEFINITION: ____________________

____

E. WORD: *solder*

CLASS: ____________________

DIFFERENTIA: ____________________

____

DEFINITION: ____________________

____

ASSIGNMENT SHEET #4

F. WORD: *cow*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

G. WORD: *dictionary*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

H. WORD: *noun*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

I. WORD: *kitchen*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

ASSIGNMENT SHEET #4

J. WORD: *human being*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

K. WORD: *water*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

L. WORD: *sewing machine*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

M. WORD: *record player*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

ASSIGNMENT SHEET #4

N. WORD: *student*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

O. WORD: *table*

CLASS: ______________________________

DIFFERENTIA: ______________________________

____

DEFINITION: ______________________________

____

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #5--FIND MEANINGS OF ABBREVIATIONS IN A DICTIONARY

NAME ______________________ SCORE ____________

Aside from spelling and definitions, dictionaries also contain the meanings of common abbreviations.

Use your dictionary to find the meanings of the following abbreviations and initials.

EXAMPLE: TDC Top dead center.

A. Mech. ______________________

B. e.g. ______________________

C. F ______________________

D. CL ______________________

E. UPI ______________________

F. S.S.A. ______________________

G. Vo-Tech ______________________

H. etc. ______________________

I. lb. ______________________

J. hp ______________________

K. p.m. ______________________

L. a.m. ______________________

M. AC ______________________

N. cpm ______________________

O. rpm ______________________

P. micro ______________________

Q. milli ______________________

R. oz. ______________________

S. qt. ______________________

T. S.A.E. ______________________

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #6--USE DICTIONARY TO DIVIDE WORDS INTO SYLLABLES

NAME ______________________ SCORE ____________

Dividing words into syllables helps you pronounce them correctly. Knowing where a word is divided also helps you divide words at the end of a line.

Use your dictionary to divide the following words into syllables.

EXAMPLE: *English* Eng•lish

A. *intake* ______________________

B. *combustion* ______________________

C. *horizontal* ______________________

D. *carburetor* ______________________

E. *cylinder* ______________________

F. *combination* ______________________

G. *muffler* ______________________

H. *cycle* ______________________

I. *bobbin* ______________________

J. *tension* ______________________

K. *needle* ______________________

L. *regulator* ______________________

M. *position* ______________________

N. *activate* ______________________

O. *sufficient* ______________________

P. *cabinet* ______________________

Q. *linoleum* ______________________

R. *foundation* ______________________

S. *furnace* ______________________

T. *closet* ______________________

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #7--USE DICTIONARY TO WRITE MEANINGS OF GIVEN PREFIXES

NAME ______________________ SCORE ____________

PART I

Prefixes are listed in the dictionary. Look up the following prefixes and write their meanings in the space provided.

EXAMPLE: poly- much, many, more than one; of many kinds

A. bi- ______________________

B. anti- ______________________

C. pre- ______________________

D. com- ______________________

E. pro- ______________________

F. ex- ______________________

G. re- ______________________

H. hydro- ______________________

I. trans- ______________________

J. super- ______________________

K. bio- ______________________

L. homo- ______________________

M. mono- ______________________

N. dis- ______________________

O. tri- ______________________

PART II

Use six of the prefixes above to make words.

EXAMPLE: biology

A. ______________ D. ______________

B. ______________ E. ______________

C. ______________ F. ______________

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #8--USE DICTIONARY TO WRITE CORRECT WORD ENDINGS

NAME ______________________________ SCORE ______________

Most nouns add only *-s* or *-es* to form their plurals. Some irregular nouns, however, form their plurals by changing their spelling. In others the singular and plural forms are the same.

PART I

Use the dictionary as needed to find the plurals of the following words.

EXAMPLE: platypus platypuses, platypi

	Singular	**Plural**		**Singular**	**Plural**
A.	wagon	______	R.	potato	______
B.	tree	______	S.	radio	______
C.	house	______	T.	roof	______
D.	hammer	______	U.	wolf	______
E.	worker	______	V.	knife	______
F.	tire	______	W.	shelf	______
G.	gas	______	X.	thief	______
H.	porch	______	Y.	mouse	______
I.	kiss	______	Z.	man	______
J.	tax	______	AA.	foot	______
K.	birthday	______	BB.	sheep	______
L.	alloy	______	CC.	woman	______
M.	display	______	DD.	moose	______
N.	supply	______	EE.	hero	______
O.	company	______	FF.	key	______
P.	family	______	GG.	lady	______
Q.	reply	______	HH.	cactus	______

ASSIGNMENT SHEET #8

PART II

Spelling may be a problem when adding a suffix. Your dictionary can be a valuable tool for spelling correctly.

Write correct suffixes on verb forms in the following list. Add the suffixes *d* or *ed* and *ing*. Use your dictionary for correct spelling. Some require a double consonant or a dropped *e*.

			d or ed		ing
EXAMPLE:	use		used		using
A.	caulk	+		+	
B.	hammer	+		+	
C.	plane	+		+	
D.	plan	+		+	
E.	plug	+		+	
F.	connect	+		+	
G.	funnel	+		+	
H.	oil	+		+	
I.	operate	+		+	
J.	wire	+		+	
K.	apply	+		+	
L.	saw	+		+	
M.	chisel	+		+	
N.	notch	+		+	
O.	plumb	+		+	

ASSIGNMENT SHEET #8

PART III

Many verbs can be recognized by suffix endings such as *en*, *ate*, *ify*, *ish*, and *ize*.

Make each of the following stems a word by adding one of these suffixes: *ate*, *en*, *ify*, *ize*.

EXAMPLE: capital capitalize

A. magnet __________

B. stabil __________

C. elev __________

D. class __________

E. cultiv __________

F. fertil __________

G. humid __________

H. central __________

I. solid __________

J. loose __________

K. sharp __________

L. pressure __________

M. caliber __________

N. ident __________

O. electr __________

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #9--USE DICTIONARY TO WRITE THE ORIGIN OF WORDS

NAME ______________________________ SCORE ______________

Do you know that you understand many words from languages that you cannot speak? It's true. You know these words because our language, English, has borrowed words from other languages and made them our own.

Do you like cowboy stories and movies? Then you know the Spanish words *rodeo, bronco, lasso, lariat,* and *corral.*

When you ask for a *cookie* or a *waffle* you are using Dutch words. *Spaghetti* and *pizza* are Italian words. *Weiners* and *sauerkraut* are German words; *soup* and *champagne* are French; *sherbet* is Turkish; and *tea* is Chinese.

How about music? *Piano* and *piccolo* are Italian; *ukulele* is Hawaiian; *banjo* is an old African word; and *guitar* is French.

Americans also know and use many Indian words such as *tomahawk, moccasin, wigwam, teepee, raccoon, succotash, squaw, squash, hickory,* and *papoose.*

Many of the names of our cities, states, and rivers are also Indian words: *Oklahoma* ("red people"), *Tennessee* (old Cherokee village name), *Wyoming* ("large plains"), *Oregon* ("birch-bark dish"), *Minnesota* ("milky blue water"). Can you think of other states that might have Indian names?

How about rivers? There are the *Mississippi River* ("big river"), the *Missouri River* ("people of the big canoes"), the *Arkansas River* ("downstream people"), and many others.

Many American cities also take their names from Indian tribes or words: *Chicago* ("place of the wild onion"), *Miami* ("pennisula people"), and *Milwaukee* ("good land; council place"). Can you think of cities in your state that have Indian names?

PART I

Complete the following borrowed words using the clues given in parentheses.

A. kinder________________ (German for place where children begin school)

B. ________________Claus (Dutch for jolly ol' fellow who comes on December 25)

C. ________________loo (Eskimo word for house)

D. restau________________ (French for place to eat)

E. ________________unk (Indian for "stinky" animal)

F. ban________________ (Spanish word that names a fruit monkeys love)

ASSIGNMENT SHEET #9

G. vio________________ (Italian for musical instrument)

H. ________________oose (Indian word for baby)

I. choco________________ (Mexican for a dark sweet)

PART II

Use your dictionary to find the origins (countries or languages) of the following words.

A. vacuum ________________________________

B. automobile ________________________________

C. carrot ________________________________

D. truck (n.) ________________________________

E. canoe ________________________________

F. ranch ________________________________

G. moose ________________________________

H. kimono ________________________________

I. sandwich ________________________________

J. kayak ________________________________

PART III

Use your dictionary to find the origin and meaning of your own name and that of someone in your family.

EXAMPLES: Susan--HEBREW, "lily"; Philip--GREEK, "lover of horses"

____

____

____

____

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #10–WRITE PARTS OF SPEECH FOR GIVEN WORDS

NAME ______________________________ SCORE ______________

The way a word is used in a sentence determines its part of speech. Therefore, one word may be used as many different parts of speech.

n. = noun

pron. = pronoun

adj. = adjective

adv. = adverb

vi. or vt. = verb

prep. = preposition

conj. = conjunction

interj. = interjection

Write the parts of speech for the underlined words in the following sentences. Write in each blank the correct abbreviation from the list above. If you are unsure, use your dictionary.

EXAMPLE: adv. You did very well on this assignment.

__________ A. She made a favorable impression on her boss.

__________ B. Tomorrow's weather will be fair.

__________ C. The concrete footing did not set properly.

__________ D. Her workmanship is superior.

__________ E. The quality of this lumber is poor.

__________ F. A creative cook can make leftovers into delicious meals.

__________ G. Taking good class notes is helpful before a test.

__________ H. Suddenly the chain broke.

__________ I. James works well with others.

__________ J. The roofing material was of poor quality.

__________ K. The engine was dirty.

__________ L. My friend and I finished our project.

__________ M. Wow! I hit the bullseye.

__________ N. Two cups of flour are needed for this recipe.

__________ O. He is my friend.

ASSIGNMENT SHEET #10

____________P. I worry that I won't get a good grade.

____________Q. Usually I get good grades.

____________R. We started homeward after a long day's work.

____________S. The repair shop is right around the corner.

____________T. Rotate your tires once a year.

____________U. Someone forgot to set the table.

____________V. We have been very busy lately.

____________W. Who is that at the door?

____________X. Would you dish the ice cream, please?

____________Y. That dish of ice cream looks delicious.

____________Z. It tasted very good, too!

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #11--SELECT CORRECTLY SPELLED WORDS

NAME ______________________________ SCORE ______________

The dictionary is most often used to check spelling. Get in the habit of using the dictionary to find the correct spelling of words.

Circle the correct spelling in each of the following pairs. Use the dictionary as needed.

A.	bloer	blower	M.	pivot	pivet
B.	levatory	lavetory	N.	oparate	operate
C.	plumbing	pluming	O.	parallel	parallell
D.	conection	connection	P.	mixture	mixter
E.	exterer	exterior	Q.	ignishun	ignition
F.	dictionery	dictionary	R.	pisten	piston
G.	license	licence	S.	pluge	plug
H.	ceiling	cieling	T.	diesel	deisel
I.	flore	floor	U.	in-take	intake
J.	memorise	memorize	V.	carbarator	carburetor
K.	idenify	identify	W.	condenser	condensor
L.	regular	regler	X.	english	English

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #12--CHOOSE WORDS THAT SHOULD BE CAPITALIZED

NAME ________________________________ SCORE ______________

Write an "X" before the words in the following list that should begin with a capital letter. Use your dictionary if you are unsure.

______A. wrench

______B. lake erie

______C. white house

______D. christmas

______E. italy

______F. triangle

______G. tulsa

______H. arizona

______I. joe smith

______J. daughter

______K. summer

______L. english

______M. history

______N. indian

______O. high school

______P. winter

______Q. south (direction)

______R. the south (place)

______S. doctor

______T. mayor thomas

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #13--MATCH WORDS TO THEIR SYNONYMS

NAME ____ SCORE __________________

Using a dictionary to find synonyms will help you choose exactly the right word when speaking and writing.

Match the words on the left to their synonyms on the right. Write the correct numbers in the blanks.

EXAMPLE: __2__ A. glitter 1. bucket
__1__ B. pail 2. shine

______A. city
______B. healthy
______C. pretty
______D. ill
______E. correct
______F. blossom
______G. weak
______H. seize
______I. hop
______J. tiny
______K. begin
______L. moist
______M. center
______N. difficult
______O. gift
______P. foe
______Q. sum
______R. slice
______S. work
______T. shiny

1. beautiful
2. bloom
3. bright
4. cut
5. enemy
6. feeble
7. hard
8. jump
9. labor
10. middle
11. present
12. right
13. sick
14. small
15. start
16. take
17. total
18. town
19. well
20. wet

USING THE DICTIONARY
UNIT I

ASSIGNMENT SHEET #14--MATCH WORDS TO THEIR ANTONYMS

NAME ________________________ SCORE ______________

Using a dictionary to find antonyms will help you choose exactly the right word when speaking and writing.

Match the words on the left to their antonyms on the right. Write the correct numbers in the blanks.

EXAMPLE: 2 A. hot 1. short
1 B. tall 2. cold

_____A. city
_____B. healthy
_____C. pretty
_____D. ill
_____E. correct
_____F. alive
_____G. weak
_____H. seize
_____I. youth
_____J. tiny
_____K. begin
_____L. moist
_____M. difficult
_____N. modern
_____O. foe
_____P. dark
_____Q. industrious
_____R. work
_____S. stop
_____T. shiny

1. incorrect
2. release
3. easy
4. aged
5. sick
6. play
7. country
8. large
9. lazy
10. healthy
11. friend
12. light
13. strong
14. dead
15. start
16. antique
17. dry
18. dull
19. end
20. ugly

USING THE DICTIONARY
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

PART I

A. 1. acetylene
2. alloy
3. electrodes
4. engine
5. flux
6. oxygen
7. regulator
8. slag
9. tongs
10. valve

B. 1. acetylene
2. alloy
3. angle
4. arc
5. bank
6. bead
7. bend
8. bevel
9. camshaft
10. carburetor
11. combustion
12. compression
13. condenser
14. conductor
15. crankcase
16. crankshaft
17. fillet
18. flame
19. flux
20. fusion
21. tank
22. tee
23. tongs
24. torch

PART II

A. 1. acetate
2. cotton
3. crepe
4. hospital
5. housekeeping
6. needle
7. scrub brush
8. vacuum
9. wool
10. yard goods

ANSWERS TO ASSIGNMENT SHEETS

B.
1. bobbin
2. broom
3. bucket
4. mixed
5. mixer
6. mixture
7. oven
8. pail
9. salt
10. sandwich
11. saucepan
12. saucer
13. scrub
14. sewing
15. sieve
16. sift
17. solvent
18. stitch
19. sugar
20. syrup
21. unplug
22. yard
23. yardstick
24. yarn

PART III

A.
1. chisel
2. clamp
3. drill
4. framing square
5. hammer
6. lag screw
7. nail
8. plane
9. saw
10. sander

B.
1. cement
2. coarse
3. composition
4. concrete
5. dimensions
6. distance
7. divisions
8. file
9. foot
10. fourth
11. framing
12. hacksaw
13. hammer
14. handsaw
15. hatchet
16. mixed
17. mixer
18. mixing

ANSWERS TO ASSIGNMENT SHEETS

19. mixture
20. speed
21. standard
22. step
23. stray
24. tools

PART IV

A. 1. black
   2. blackjack
   3. black oak
   4. blacksmith

B. 1. dressing
   2. dressing gown
   3. dressing room
   4. dressing table

C. 1. drill
   2. drill bit
   3. drill hole
   4. drill press

D. 1. footer
   2. footing
   3. foot-pound
   4. footstool

Assignment Sheet #2

PART I--A, B, D, E, F, H, K, N, O

PART II--A, B, E, H, J, K

Assignment Sheet #3 Evaluated to the satisfaction of the instructor

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5

A. Mechanical
B. For example
C. Farenheit
D. Center line
E. United Press International
F. Social Security Administration
G. Vocational-Technical
H. And so forth
I. Pound
J. Horsepower
K. (*Post meridiem*) after noon
L. (*Ante meridiem*) before noon
M. Alternating current
N. Cycles per minute
O. Revolutions per minute
P. One millionth
Q. One thousandth
R. Ounce
S. Quart
T. Society of Automotive Engineers

Assignment Sheet #6

A. in • take
B. com • bus • tion
C. hor • i • zon • tal
D. car • bu • re • tor
E. cyl • in • der
F. com • bi • na • tion
G. muf • fler
H. cy • cle
I. bob • bin
J. ten • sion
K. nee • dle
L. reg • u • la • tor
M. po • si • tion
N. ac • ti • vate
O. suf • fi • cient
P. cab • i • net
Q. li • no • le • um
R. foun • da • tion
S. fur • nace
T. clo • set

Assignment Sheet #7

PART I

A. two
B. against
C. before
D. with
E. before; for
F. former

ANSWERS TO ASSIGNMENT SHEETS

G. again; back
H. water
I. across
J. over; above
K. life
L. same
M. one
N. away; apart; opposite of
O. three

PART II--Evaluated to the satisfaction of the instructor

Assignment Sheet #8

PART I

A. wagons
B. trees
C. houses
D. hammers
E. workers
F. tires
G. gases
H. porches
I. kisses
J. taxes
K. birthdays
L. alloys
M. displays
N. supplies
O. companies
P. families
Q. replies
R. potatoes
S. radios
T. roofs
U. wolves
V. knives
W. shelves
X. thieves
Y. mice
Z. men
AA. feet
BB. sheep
CC. women
DD. moose
EE. heroes
FF. keys
GG. ladies
HH. cacti

PART II

A. caulked; caulking
B. hammered; hammering
C. planed; planing
D. planned; planning
E. plugged; plugging
F. connected; connecting

ANSWERS TO ASSIGNMENT SHEETS

G. funnelled; funnelling or funneled; funneling
H. oiled; oiling
I. operated; operating
J. wired; wiring
K. applied; applying
L. sawed; sawing
M. chiselled; chiselling or chiseled; chiseling
N. notched; notching
O. plumbed; plumbing

PART III

A. magnetize
B. stabilize
C. elevate
D. classify
E. cultivate
F. fertilize
G. humidify
H. centralize
I. solidify
J. loosen
K. sharpen
L. pressurize
M. calibrate
N. identify
O. electrify

Assignment Sheet #9

PART I

A. kindergarten
B. Santa Claus
C. igloo
D. restaurant
E. skunk
F. banana
G. violin
H. papoose
I. chocolate

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. Latin
B. French
C. French
D. Greek
E. Spanish
F. Spanish
G. Indian
H. Japanese
I. Named after Earl of Sandwich
J. Eskimo

PART III--Evaluated to the satisfaction of the instructor

Assignment Sheet #10

A. adj.
B. n.
C. adj.
D. n.
E. n.
F. adj.
G. adj.
H. adv.
I. adv.
J. adj.
K. n.
L. conj.
M. interj.
N. prep.
O. pron.
P. v.
Q. adj.
R. adv.
S. adj.
T. v.
U. pron.
V. v.
W. v.
X. v.
Y. adj.
Z. adv.

Assignment Sheet #11

A. blower
B. lavatory
C. plumbing
D. connection
E. exterior
F. dictionary
G. license
H. ceiling
I. floor
J. memorize
K. identify
L. regular
M. pivot
N. operate
O. parallel
P. mixture
Q. ignition
R. piston

ANSWERS TO ASSIGNMENT SHEETS

S. plug

T. diesel

U. intake

V. carburetor

W. condenser

X. English

Assignment Sheet #12--B, C, D, E, G, H, I, L, N, R, T

Assignment Sheet #13

A.	18	F.	2	K.	15	P.	5
B.	19	G.	6	L.	20	Q.	17
C.	1	H.	16	M.	10	R.	4
D.	13	I.	8	N.	7	S.	9
E.	12	J.	14	O.	11	T.	3

Assignment Sheet #14

A.	7	F.	14	K.	19	P.	12
B.	5	G.	13	L.	17	Q.	9
C.	20	H.	2	M.	3	R.	6
D.	10	I.	4	N.	16	S.	15
E.	1	J.	8	O.	11	T.	18

USING THE DICTIONARY
UNIT I

TEST

NAME ______________________ SCORE ______________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

______a. Two boldface words at the top of a dictionary page

______b. Letters or syllable placed before a root word to change its meaning

______c. Letters or syllable placed after a root word to change its meaning

______d. Shortened form of a word

______e. Sound of a word or words

______f. Word with meaning opposite of another

______g. Word with meaning similar to another

______h. Country or language that a word came from

______i. Book containing information about words

______j. Portion of a word that includes a vowel sound

______k. History of a word from its first recorded use

1. Abbreviation
2. Origin
3. Antonym
4. Dictionary
5. Etymology
6. Guide words
7. Prefix
8. Pronunciation
9. Suffix
10. Syllable
11. Synonym

TEST

2. Match word groups to rules of alphabetical order. Write the correct numbers in the blanks.

_____a. Words appear by first letters as the letters occur in the alphabet

_____b. Words beginning with same letter use second letter to alphabetize

_____c. Words beginning with same two first letters use third letter to alphabetize

_____d. Two words used together as one treat the second word as part of the first

1. secure
sedan
see
segment
select

2. acetylene
bead
conductor

3. sheet bend
sheet glass
sheet metal
sheet music

4. D.C.
dissolve
dry
duck

3. Discuss dictionary guide words.

____

____

____

____

4. Write four main reasons for looking up words in dictionary.

a. ____

b. ____

c. ____

d. ____

5. Select from the following list other kinds of information found in dictionary. Write an "X" in the blank before each correct answer.

_____a. Topic sentences

_____b. Information about foreign politics

_____c. Sentence diagrams

_____d. Etymology (origin) of words

TEST

_____e. Spelling of contractions and placement of apostrophe

_____f. Information on "How to Build a Doghouse"

_____g. Presidential birthdates

_____h. Prefix meanings

_____i. Correct placement of capital letters

_____j. Abbreviations and symbols

_____k. Synonyms

_____l. Parts of speech of words

_____m. Antonyms

_____n. Spelling of plurals

_____o. Populations of U.S. cities

_____p. Pictures and diagrams

(NOTE: Test questions 6-14 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

6. Write words in alphabetical order.
7. Use guide words to choose words found on a dictionary page.
8. Find definitions of words in dictionary.
9. Find meanings of abbreviations in dictionary.
10. Use dictionary to divide words into syllables.
11. Use dictionary to write meanings of given prefixes.
12. Use dictionary to write correct word endings.
13. Use dictionary to write the origin of words.
14. Write parts of speech for given words.

USING THE DICTIONARY
UNIT I

ANSWERS TO TEST

1. a. 6
   b. 7
   c. 9
   d. 1
   e. 8
   f. 3
   g. 11
   h. 2
   i. 4
   j. 10
   k. 5
2. a. 2
   b. 4
   c. 1
   d. 3
3. Discussion should include the following
   a. Two boldface words listed at top of dictionary page
   b. Word to left gives first word on page
   c. Word to right gives last word on page
4. Answer should include any four of the following
   a. To find definitions
   b. To check for multiple meanings
   c. To check for correct spelling and capitalization
   d. To learn correct pronunciation
   e. To find where to divide words at end of a line
5. d, e, h, i, j, k, l, m, n, p
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor
8. Evaluated to the satisfaction of the instructor

ANSWERS TO TEST

9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor

READING THE NEWSPAPER
UNIT I

UNIT OBJECTIVE

After completing this unit, the student should be able to identify sections of a newspaper and identify types of information found in each section. The student should be able to discuss what is found in a lead paragraph and demonstrate the ability to use an index and classified ads, and to find job clues in newspaper articles. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms associated with newspapers to their correct definitions.
2. Match news sources to their areas of coverage.
3. Select from a list sections of a newspaper.
4. Match news subjects to newspaper sections in which they would appear.
5. Distinguish between newspaper items which present fact and newspaper items which present opinion.
6. Select from a list the 5 W's of a newspaper story.
7. Match lines of type to their correct descriptions.
8. Select news articles for each of four sources of news items.
9. Match information found in a newspaper to forms the news can take.
10. Identify the 5 W's in lead paragraphs.
11. Identify importance of news stories by headline size.
12. Identify lines of type.
13. Use newspaper index.
14. Identify particular classified ads.
15. Find job clues in a newspaper article.

READING THE NEWSPAPER
UNIT I

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Make transparencies.

   B. Provide students with objective sheet.

   C. Provide students with information and assignment sheets.

   D. Discuss unit and specific objectives.

   E. Discuss information and assignment sheets.

   F. Provide newspapers or assign students to bring them to class.

   G. Survey a newspaper, explaining each section and particularly the classified ads.

   H. Bring to class many examples of newspaper ads which contain fact and opinion. Discuss with the class to aid them in completing Assignment Sheet #4.

   I. Use the article in Transparency #2 to explain the inverted pyramid form illustrated in Transparency #3.

   J. Take field trip to newspaper office.

   K. Have class write letters to the editor.

   L. Have class make up its own newspaper with real or imaginative articles.

   M. Give class news articles and have them write appropriate headlines.

   N. Give test.

   O. Reteach if necessary.

II. Instructional materials

   A. Objective sheet

   B. Suggested activities

   C. Information sheet

   D. Transparency masters

      1. TM #1--Five W's of News Writing

      2. TM #2--News Article and Job Clues

      3. TM #3--Inverted Pyramid Form

SUGGESTED ACTIVITIES

E. Assignment sheets

  1. Assignment Sheet #1--Select News Articles for Each of Four Sources of News Items
  2. Assignment Sheet #2--Match News Subjects to Newspaper Sections in Which They Would Appear
  3. Assignment Sheet #3--Match Information Found in a Newspaper to Forms the News Can Take
  4. Assignment Sheet #4--Distinguish Between Fact and Opinion
  5. Assignment Sheet #5--Identify the 5 W's in Lead Paragraphs
  6. Assignment Sheet #6--Identify Importance of News Stories by Headline Size
  7. Assignment Sheet #7--Identify Lines of Type
  8. Assignment Sheet #8--Use Newspaper Index
  9. Assignment Sheet #9--Identify Particular Classified Ads
  10. Assignment Sheet #10--Find Job Clues in a Newspaper Article

F. Answers to assignment sheets

G. Test

H. Answers to test

III. Unit references

A. Monroe, Marion, with A. Sterl Artley and Helen M. Robinson. *Basic Reading Skills.* Atlanta: Scott, Foresman and Company, 1970.

B. Smith, Nila Banton. *Be A Better Reader.* Level A. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1977.

C. Spann, Margaret. *Vocational Related English.* Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

4

READING THE NEWSPAPER
UNIT I

INFORMATION SHEET

I. Terms and definitions

- A. Boldface--Words printed in dark, heavy type (**like this**)
- B. Caption--Brief description under a picture
- C. Classified ads--Want ads arranged in classes
- D. Column--Feature article under fixed title appearing regularly in newspaper

  EXAMPLE: "Dear Abby"
- E. Editorial--Newspaper article written by the editor; gives opinion or attitude of the paper about some current issue
- F. Fact--True statement that can be checked
- G. Filler--Short, space-filling item in newspaper
- H. Five W's--*Who, what, when, where, why* of a newspaper story; found in lead paragraph(s)
- I. Feature story--Human interest story that calls forth emotion
- J. Lead paragraph(s)--Contains main idea of news story; first paragraph(s)
- K. Line of type--Line of newspaper print
- L. Markets--Prices of stocks, bonds, farm products, etc.
- M. Obituaries--Death notices
- N. Opinion--Belief that cannot be checked; may or may not be true
- O. Political--Pertaining to government
- P. Section--Part or division of newspaper

II. News sources and their areas of coverage (Assignment Sheet #1)

- A. International--News about world affairs
- B. National--News about the United States
- C. State--News about the state in which you live

INFORMATION SHEET

D. Local--News about your city or county

(NOTE: Your city or county may make international news; however, many events that take place there will never be of concern on state, national, or international levels. Just about anything that happens on a state, national, or international level will concern your city or county.)

III. Sections of a newspaper (Assignment Sheet #2)

A. News

B. Editorial

C. Home and family

D. Sports

E. Comics

F. Classified ads

IV. News subjects and newspaper sections in which they would appear (Transparency #2; Assignment Sheets #2-#4, and #8-#10)

(NOTE: All new stories are written in inverted pyramid form [Transparency #3]. The most important information is first, the least important is next, and the summary is at the end.)

A. News section

1. Regular news stories (Assignment Sheet #10; Transparency #2)

2. Feature stories

3. Obituaries

4. Weather

5. Markets

EXAMPLES: Farm prices, stock markets

6. Index (Assignment Sheet #8)

(NOTE: The index is always found on the front page, not in the back of the newspaper as it is in books.)

B. Editorial section

1. Opinions written by editor

2. Opinions written by nationally known people

3. Letters to editor

INFORMATION SHEET

   4. Political cartoons

   5. Political columns

      EXAMPLES: Art Buchwald, "Anderson's Merry-Go-Round"

C. Home and family section

   1. Feature stories

   2. Recipes

   3. Announcements of weddings and engagements

   4. Helpful hints for home and childcare

   5. Community events

   6. Styles, fashion, and grooming

   7. Social and medical columns

      EXAMPLES: "Polly's Pointers"; "Hints from Heloise"; Dr. Lamb

D. Sports section

   1. News stories about sports

   2. Feature stories

   3. Scores and game statistics

   4. Calendar of coming events

   5. Sports columns

      EXAMPLE: Dick Young

E. Comics section

   1. Cartoons

   2. Horoscope

   3. Advice and humor columns

      EXAMPLES: "Dear Abby"; Erma Bombeck

F. Classified ads section (Assignment Sheet #9)

   1. Announcements

   2. Legal notices

INFORMATION SHEET

3. Home service directory
4. Employment
5. Rentals
6. Real estate
7. For sale items

   EXAMPLES: Household goods and miscellaneous items; cars, trucks, boats

G. Other

(NOTE: These items can be found scattered throughout all sections of the newspaper.)

1. Commerical ads
2. Quips and quotes
3. Puzzles, games
4. Coupons
5. Fillers
6. Pictures

V. Newspaper items which present fact or opinion (Assignment Sheet #4)

A. Items which present fact

1. News section
2. Sports section, except sports columns
3. Some parts of the home and family section

   EXAMPLES: Society news, birth announcements

4. Classified ads section
5. Pictures and fillers
6. Some parts of commercial ads

B. Items which present opinion

1. Editorial section
2. Sports columns

INFORMATION SHEET

3. Some parts of home and family section

   EXAMPLES: Advice columns, helpful hints

4. Comics section

5. Puzzles, games, quips, and quotes

6. Some parts of commercial ads

VI. Five W's of a newspaper story (Transparency #1; Assignment Sheet #5)

(NOTE: The question *How?* is also answered in some newspaper stories. However, *How?* and *Why?* are not always found in every newspaper story.)

> Gary Yates was a true hero yesterday when he rescued from a sewer drain at 1826 W. Elm a kitten belonging to Mrs. Carol Ferguson. The kitten somehow had gotten trapped and was unable to get out.

A. Who?

(NOTE: A good story clearly points out *who* was involved.)

EXAMPLE: Gary Yates

B. What?

(NOTE: A good story tells *what* happened.)

EXAMPLE: Rescued a trapped kitten

C. When?

(NOTE: A good story tells *when* the event took place.)

EXAMPLE: Yesterday

D. Where?

(NOTE: A good story tells *where* the event took place)

EXAMPLE: 1826 W. Elm

E. Why?

EXAMPLE: The kitten somehow had gotten trapped and was unable to get out.

INFORMATION SHEET

VII. Lines of type (Assignment Sheets #6 and #7)

A. Headline--Used to interest reader in story; states main idea of story; its size is determined by importance of article

EXAMPLES:

April Contracts for Future Construction in State Rise 44%

Industry Will Be Topic
At Chamber Forum Friday

B. Dateline--Contains page number and section of paper, name of paper, and date

(NOTE: Front page dateline includes price, volume number, place published, date, and sometimes a slogan.)

EXAMPLES:

77th Year-No. 51 *Final Edition* Tulsa, Oklahoma, Tuesday, November 3, 1981 *25 Cents*

Stillwater NewsPress Sunday, November 1, 1981 9D

INFORMATION SHEET

C. Byline--Tells who the article is written by; gives credit to and names the writer

(NOTE: May appear with certain news stories, feature stories, or editorial columns. They may also appear at the end of a caption to identify the photographer.)

EXAMPLES:

By Duane McVey
Payne County Extension Director

By Howard Benedict
AP Aerospace Writer

By MICHAEL J. SNIFFEN
Associated Press Writer

D. Caption--Brief description under pictures; should tell *who, what, when, where, why,* and *how*

EXAMPLE:

PHOTOGRAPH

CPR SEMINAR - Gwen Herndon, left, demonstrates techniques involved in cardiopulmonary resuscitation to Amelia Lyle, right, Home, Business and Industrial Services instructor at Indian Meridian Vo-Tech School, during a recent in-service training session. Daytime instructors at IM spent one morning practicing CPR in order to be prepared should an emergency situation arise in the school or anywhere in which a special problem might be encountered.

INFORMATION SHEET

E. Sub-head--Small, less important headline below main headline; gives added information about story

EXAMPLES:

Mental Health Clinic Opens

South Tulsa Center for Ill, Worried

Area Job Outlook Improves

50 New Jobs in April

Dates for County Fair Shows Set

Payne County Pecan Show – The date of the Pecan Show was incorrect in last week's column. The date is Dec. 17. Pecan growers should collect one-pound samples of improved and seedling varieties to exhibit at the county show.

Payne County Poultry Show – The Payne County Poultry Show dates are Nov. 13-14 at the County Fairgrounds. Pre-entries for the show are due in the Extension Office by Nov. 7.

5 W's of News Writing

Who?

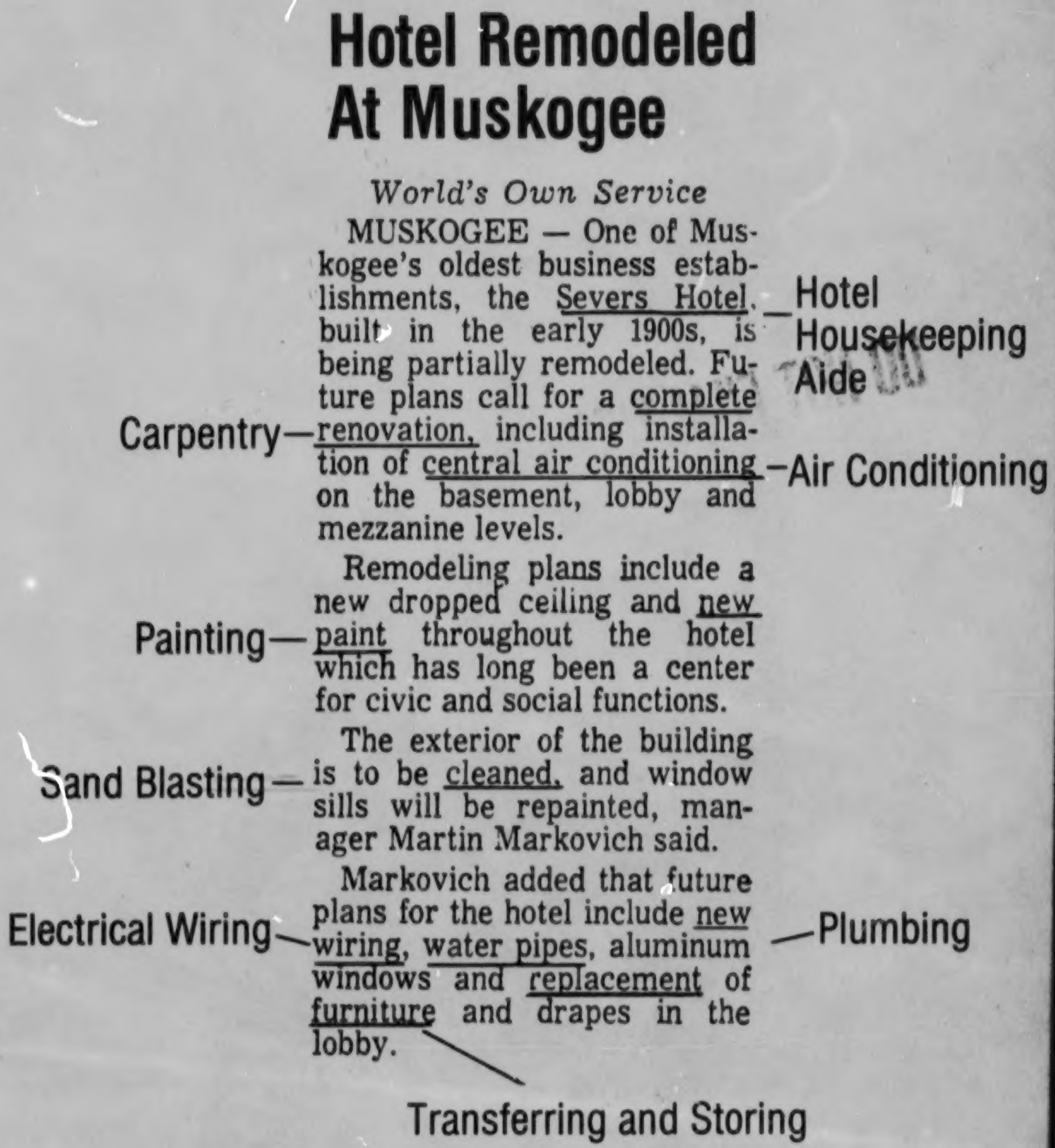
What?

Where?

When?

Why?

News Article and Job Clues



Hotel Remodeled At Muskogee

World's Own Service

MUSKOGEE — One of Muskogee's oldest business establishments, the Severs Hotel, built in the early 1900s, is being partially remodeled. Future plans call for a complete renovation, including installation of central air conditioning on the basement, lobby and mezzanine levels.

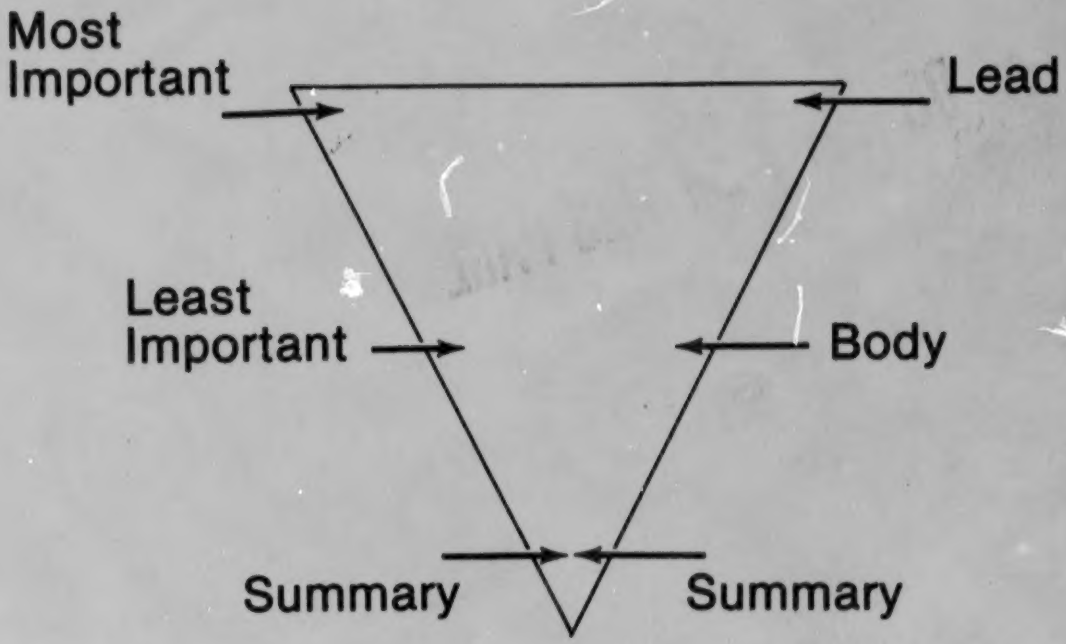
Remodeling plans include a new dropped ceiling and new paint throughout the hotel which has long been a center for civic and social functions.

The exterior of the building is to be cleaned, and window sills will be repainted, manager Martin Markovich said.

Markovich added that future plans for the hotel include new wiring, water pipes, aluminum windows and replacement of furniture and drapes in the lobby.

Hotel Housekeeping Aide
Carpentry
Air Conditioning
Painting
Sand Blasting
Electrical Wiring
Plumbing
Transferring and Storing

Inverted Pyramid Form


Most Important
Lead
Least Important
Body
Summary
Summary

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #1--SELECT NEWS ARTICLES FOR EACH OF FOUR SOURCES OF NEWS ITEMS

NAME ______________________ SCORE ______________

In the following assignment, you will need a local newspaper. From it select news articles about your town and state, and articles about world and national events. Write the headline of each article in the space provided. Extra credit will be given for headlines about vocations.

A. Local (your town)-- ______________________

____

State-- ______________________

____

National-- ______________________

____

International (worldwide)-- ______________________

____

B. Local (your town)-- ______________________

____

State-- ______________________

____

National-- ______________________

____

International (worldwide)-- ______________________

____

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #2--MATCH NEWS SUBJECTS TO NEWSPAPER SECTIONS IN WHICH THEY WOULD APPEAR

NAME ______________________________ SCORE ____________________

Where in a newspaper would you find the following subjects? Match the subjects on the left to the newspaper sections on the right. Write the correct numbers in the blanks. Some numbers will be used more than once. Blanks may contain more than one answer.

_____A. Announcements of weddings and engagements

_____B. Scores and game statistics

_____C. Employment

_____D. Regular news stories

_____E. Obituaries

_____F. Letters to editor

_____G. Horoscope

_____H. Recipes

_____I. Weather

_____J. Styles, fashion, and grooming

_____K. Opinions written by editor

_____L. For sale items

_____M. Cartoons

_____N. Feature stories

_____O. News stories about sports

_____P. Rentals

_____Q. Political cartoons

_____R. Index

_____S. Political columns

_____T. Calendar of coming sports events

1. News
2. Editorial
3. Home and family
4. Sports
5. Comics
6. Classified ads

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #3--MATCH INFORMATION FOUND IN A NEWSPAPER TO FORMS THE NEWS CAN TAKE

NAME ______________________________ SCORE ____________________

Where in a newspaper would you look if you wanted to find the following information? Knowing the forms the news can take and where to look to find specific information can save you time.

Match articles found in the newspaper to their correct types. Write the correct numbers in the blanks.

_____A. Killing of baby seals for sealskin coats
1. Feature story
2. Opinion of editor
3. Obituaries

_____B. How to build a rose trellis
1. News story
2. Markets
3. Helpful hints

_____C. How to make homemade bread
1. Feature story
2. Recipes
3. Legal notice

_____D. Carpenter's local union doing a nail-a-thon for charity
1. Games
2. Community event
3. Cartoon

_____E. The latest thing in clothes and hair-do's
1. Styles, fashion
2. Calendar of coming events
3. Announcements

_____F. Announcement of your air conditioning repair shop
1. News story
2. Home service directory
3. Helpful hints

_____G. The engagement announcement of your best friend
1. Calendar of coming events
2. Community events
3. Wedding and engagement announcements

ASSIGNMENT SHEET #3

_____H. A city ordinance against building before 8 a.m.
   1. Letter to the editor
   2. Legal notice
   3. Obituaries

_____I. Your school team winning the state championship in football
   1. Regular news story
   2. Sports news story
   3. Human interest story

_____J. Predictions about your future
   1. Helpful hints
   2. Opinion of editor
   3. Horoscope

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #4--DISTINGUISH BETWEEN FACT AND OPINION

NAME ______________________________ SCORE ____________________

Distinguish between fact and opinion. A fact is a true statement that can be checked. An opinion is a belief that cannot be checked; it may or may not be true.

PART I

Write an "F" before each statement which is a fact. Write an "O" before each statement which is an opinion.

_____A. **Germall** is used by every careful housekeeper.

_____B. **Germall** is 85% effective in killing staph germs.

_____C. **Pezz** engines carry a 50,000 mile warranty.

_____D. All drivers think **Pezz** engines are the engines of the future.

_____E. **Minimize** can help you lose weight when used under the care and direction of a doctor.

_____F. **Cover-all** paint comes in an aerosol can.

_____G. **Washoff** reduces complexion problems for everyone.

_____H. **Debug** costs less than any other bug killer.

_____I. **Debug** is the best bug killer of them all.

_____J. **Highlite** will change your life.

_____K. America is the best nation in the world.

_____L. George Bernard Shaw was born on July 26.

_____M. Tennis is harder to play than racquetball.

_____N. This desk is twenty inches by thirty-two inches.

_____O. Ninety-six percent of the class passed the exam.

_____P. Thanksgiving Day is always on Thursday.

_____Q. Alaska is the largest state in the United States.

_____R. It is too hot today.

_____S. All people should play sports.

_____T. My CVET teather is the smartest teacher in the school.

ASSIGNMENT SHEET #4

PART II

In the parentheses after each statement in the following paragraphs, write "F" if the statement is a fact. Write "O" if the statement is an opinion.

A. Magic Clean is the best detergent to use on your clothes ( ). It comes in two different sizes ( ), and two different fragrances ( ). Sixty-one percent of all women in Chicago agree that Magic Clean cleans their clothes the way they like their clothes cleaned ( ).

B. The editorial you wrote on keeping dogs on a leash is ridiculous ( ). I've lived here eighty-nine years ( ) and I don't have any trouble with dogs. Dogs should be allowed their freedom ( ). They were created to roam and run ( ). We should have the decency to allow them that freedom ( ).

C. *Treasure Island* is the best book Robert Louis Stevenson ever wrote ( ). It is full of the adventures of a boy with a band of pirates ( ). The young boy learns about life on the high seas and about different types of men ( ). The book is a good one, and I recommend it to anyone who likes adventure stories ( ).

PART III

Find five examples in a newspaper of advertisements using factual statements. Tape them to this and the following page. Underline the factual statements.

ASSIGNMENT SHEET #4

ASSIGNMENT SHEET #4

PART IV

Find five examples in a newspaper of advertisements using opinions. Tape them to this and the following page. Underline the statements which are opinions.

ASSIGNMENT SHEET #4

ASSIGNMENT SHEET #4

PART V

Use the following imaginary products to write two statements. Write one statement that is a factual statement about the product. Write a second statement which is an opinion about the product.

A. Flea collar for cats and dogs

Fact-- ____

____

Opinion-- ______________________________________

____

B. Tournament tennis balls

Fact-- ____

____

Opinion-- ______________________________________

____

C. Monturo cars

Fact-- ____

____

Opinion-- ______________________________________

____

D. Radiglow shampoo

Fact-- ____

____

Opinion-- ______________________________________

____

E. Perfecto shirts

Fact-- ____

____

Opinion-- ______________________________________

____

READING THE NEWSPAPER
UNIT I

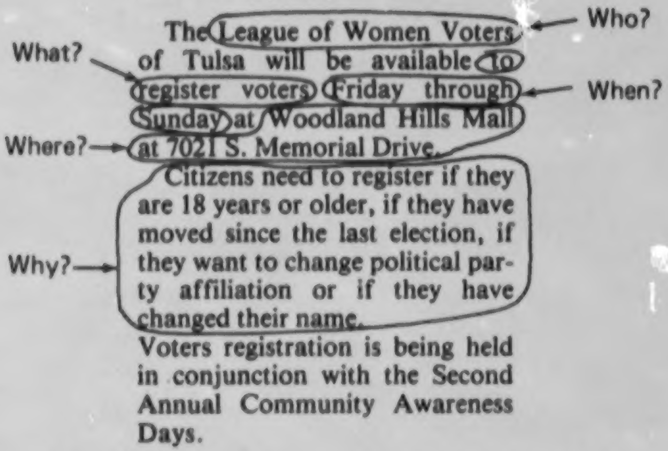
ASSIGNMENT SHEET #5--IDENTIFY THE FIVE W'S IN LEAD PARAGRAPHS

NAME ______________________________ SCORE ____________________

In the following newspaper lead paragraphs you will find the 5 W's: Who, What, When, Where, and Why (Transparency #1). Circle them and label them *Who, What, When, Where, Why*, as shown in the following example.

EXAMPLE:

Voters May Register At Shopping Center


Who?
What?
When?
Where?
Why?

The League of Women Voters of Tulsa will be available to register voters Friday through Sunday at Woodland Hills Mall at 7021 S. Memorial Drive.

Citizens need to register if they are 18 years or older, if they have moved since the last election, if they want to change political party affiliation or if they have changed their name.

Voters registration is being held in conjunction with the Second Annual Community Awareness Days.

A.

Job Prospects Not So Grim, U.S. Says

WASHINGTON (AP) — Job opportunities are expected to expand sharply during the remainder of the decade and fewer young people will be entering the labor market, the government reported Tuesday.

The Labor Department, releasing a survey of job prospects in some 250 occupations, said most employment opportunities will occur in such traditional white-collar fields as secretarial work, retail trade and elementary school teaching.

The agency also forecast substantial growth in blue-collar work, despite the months-long string of losses in manufacturing and construction jobs that have resulted from a deepening recession.

The nation's unemployment rate jumped to 9.4 percent of the labor force last month with 10.3 million Americans out of work — a post-World War II record.

But in its survey of employment opportunities through the rest of the 1980's, the Labor Department predicted that blue-collar jobs will increase by 5 million to 8 million. It said that machine assemblers will represent a larger percentage of the work force as demand grows for consumer durable goods.

ASSIGNMENT SHEET #5

B.

GM to Fix 1.3 Million Cars

DETROIT (AP) — General Motors Corp. announced Tuesday it will offer free repairs on as many as 1.35 million cars that can develop oil-seal leaks and transmission problems.

The cars involved are all 1980 and some 1981 Chevrolet Citation, Pontiac Phoenix, Oldsmobile Omega and Buick Skylark models that may develop front-axle oil-seal leakage or hard shifting in manual transmissions because of worn shifter forks, GM said.

James G. Vorhes, GM's vice president of consumer relations said, "Repairs will be made even though the car changes ownership." He said only a small percentage of the 1.35 million cars that could develop the problem likely ever will.

"We will advise owners by letter that General Motors will repair these conditions for a period of five years or 50,000 miles from the date the car is originally placed in service, whichever comes first," Vorhes said.

C.

Duncan Wins 3A Golf Title By 25 Shots

World's Own Service

SEMINOLE — Duncan's Kevin Whipple won the individual title in leading the Demons to the Class 3A state golf championship Tuesday at the Jimmie Austin Golf Course.

Whipple, a junior, shot rounds of 73, 73, and 75 for a nine-over-par 221 total, beating runnerup Tim Cook of Chickasha by eight strokes.

Bartlesville College's Ashley Roeder birdied the second playoff hole to edge Sean Hutchinson of Oklahoma City Western Heights for third-place honors.

Duncan ran away with the team crown with a three-round total of 940, beating second-place Western Heights by 25 strokes. Bartlesville College finished third at 974.

D.

Seventeen-Year-Old Runs Own Business

By Mark Lee
World Farm Editor

GROVE—She's only 17 and hasn't yet started college, but she already runs her own thriving business.

She is Diane Cook, first girl member of the Oklahoma Future Farmers of America to be named a District Star Farmer.

Diane, daughter of Mr. and Mrs. Charles Cook, was named Northeast District Star Farmer at the Oklahoma FFA Convention in April. She won the prestigious award on basis of her three years of FFA activities and her registered Shorthorn dairy operation.

Diane's father runs a 150-cow Hereford/Shorthorn cross cow-calf operation on 320 owned acres and 240 leased acres, northeast of Grove in Delaware County. Diane chose not to follow him into beef cattle, and instead became interested in dairy 10 years ago.

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #6--IDENTIFY IMPORTANCE OF NEWS STORIES BY HEADLINE SIZE

NAME ______________________________ SCORE ____________________

Identify importance of news stories by headline size. Write a "1" for the most important, a "2" for the next most important, and so forth to "5" for the least important.

_____A.

How Will Teens Learn Driving?

_____B.

Judge Reduces Bail
In Brink's Robbery

_____C.

Kenny, Gene Hall Enter
Livestock Exposition

_____D.

Sales Dip Hits State

_____E.

Community Education
Getting More Popular

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #7--IDENTIFY LINES OF TYPE

NAME ______________________________ SCORE ____________________

Identify the following lines of type. Write the correct name from the list below in the blank before each line of type.

Headline
Byline
Dateline
Caption
Sub-head

________________ A.

TULSA WORLD, TUESDAY, NOVEMBER 3, 1981

________________ B.

By
Herb Karner

________________ C.

Farmers' Prices
Again Show Decline

________________ D.

Flu Outbreak May Close Schools
150 Cases Reported

ASSIGNMENT SHEET #7

________________ E.

PHOTOGRAPH

AP Laserphoto

Space Shuttle Columbia on the launch pad at Kennedy Space Center.

________________ F.

Stillwater NewsPress ● Sunday, November 1, 1981 **3A**

________________ G.

Machine Tool Students Get Pitsco Demonstration

________________ H.

Carpenters Busy On New Teen Center

Framework Completed Yesterday

ASSIGNMENT SHEET #7

______________________________ I.

PHOTOGRAPH

STUDENT COUNCIL SPEAKS TO F.B.L.A.—Stillwater High School student council members recently conducted a special meeting for the Indian Meridian Vo-Tech School Future Business Leaders of America organization. The student council was invited to speak on the topic of parliamentary procedures. Pictured left to right are Shelly Powell, president; Bari Catherwood, student store manager and State Student Council president; Jill Rhea, treasurer; Anita Irby, secretary; and Shelly Nickols, parliamentarian. Following a mock business meeting, each of the council members met in smaller groups with the business students for a question-and-answer session.

______________________________ J.

Senate Resolution Rejects Cutting Social Security Benefits

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #8--USE NEWSPAPER INDEX

NAME ______________________________ SCORE ____________________

You will need a newspaper for this assignment. On the front page of the newspaper you will find an index. Look at it and write the page numbers on which the following articles can be found. Tape the index to this assignment sheet, and turn in to your instructor.

_____A. Weather

_____B. "Dear Abby"

_____C. Markets

_____D. TV and entertainment

_____E. Classified ads

_____F. Comics

_____G. Editorials

_____H. Horoscope

_____I. Family section

_____J. Calendar of events

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #9--IDENTIFY PARTICULAR CLASSIFIED ADS

NAME ______________________________ SCORE ____________________

You will need a newspaper for this assignment. Cut two classified ads out of your paper for each of the items listed below. Tape the ads to your assignment sheet and turn in to your instructor.

A. Help wanted

B. Services offered

C. For sale

ASSIGNMENT SHEET #9

D. Automotive

E. Legal notice

F. Real estate

READING THE NEWSPAPER
UNIT I

ASSIGNMENT SHEET #10-FIND JOB CLUES IN A NEWSPAPER ARTICLE

NAME ______________________________ SCORE ____________________

You will need a local newspaper for the following assignment. Find a news article about a construction project or other work in your area. Find clues in the article about the kinds of jobs that will be done on the project and underline them (Transparency #2). Tape the article to this assignment sheet and turn in to your instructor.

READING THE NEWSPAPER
UNIT I

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1--Evaluated to the satisfaction of the instructor

Assignment Sheet #2

A. 3
B. 4
C. 6
D. 1
E. 1
F. 2
G. 5
H. 3
I. 1
J. 3
K. 2
L. 6
M. 5
N. 1, 3, 4
O. 4
P. 6
Q. 2
R. 1
S. 2
T. 4

Assignment Sheet #3

A. 1
B. 3
C. 2
D. 2
E. 1
F. 2
G. 3
H. 1
I. 2
J. 3

Assignment Sheet #4

PART I

A. O
B. F
C. F
D. O
E. F
F. F
G. O
H. F
I. O
J. O
K. O
L. F
M. O
N. F
O. F
P. F
Q. F
R. O
S. O
T. O

ANSWERS TO ASSIGNMENT SHEETS

PART II

A. O, F, F, F

B. O, F, O, O, O

C. O, F, F, O

PART III--Evaluated to the satisfaction of the instructor

PART IV--Evaluated to the satisfaction of the instructor

PART V--Evaluated to the satisfaction of the instructor

Assignment Sheet #5

A. Who--U.S. Labor Department
What--Announced that job opportunities will expand
Where--Washington (nation)
When--For remainder of the decade
Why--Fewer young people will be entering the labor market

B. Who--General Motors Corp.
What--Announced that they will offer free repairs on as many as 1.35 million cars
Where--Detroit
When--Tuesday
Why--Cars may develop oil-seal leaks and transmission problems

C. Who--Kevin Whipple
What--Wins 3A Golf title
Where--Jimmie Austin Golf Course
When--Tuesday
Why--Beat runner-up by eight strokes

D. Who--Diane Cook
What--First girl member of Oklahoma FFA to be named District Star Farmer
Where--Grove, Oklahoma
When--FFA Convention in April
Why--Three years of FFA activities and registered shorthorn dairy operation

Assignment Sheet #6

A. 2

B. 5

C. 4

D. 1

E. 3

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #7

A. Dateline

B. Byline

C. Headline

D. Sub-head

E. Caption

F. Dateline

G. Headline

H. Sub-head

I. Caption

J. Headline

Assignment Sheet #8--Evaluated to the satisfaction of the instructor

Assignment Sheet #9--Evaluated to the satisfaction of the instructor

Assignment Sheet #10--Evaluated to the satisfaction of the instructor

READING THE NEWSPAPER
UNIT I

TEST

NAME ______________________________ SCORE ____________________

1. Match terms associated with newspapers to their correct definitions. Write the correct numbers in the blanks.

______a. Pertaining to government

______b. *Who, what, when, where, why* of a newspaper story; found in lead paragraph(s)

______c. Words printed in dark, heavy type (**like this**)

______d. Line of newspaper print

______e. Part or division of newspaper

______f. Death notices

______g. Short space-filling item in newspaper

______h. Want ads arranged in classes

______i. Newspaper article written by the editor; gives opinion or attitude of the paper about some current issue

______j. Brief description under a picture

______k. Contains main idea of news story; first paragraph(s)

______l. Feature article under fixed title appearing regularly in newspaper

______m. Prices of stocks, bonds, farm products, etc.

______n. Human interest story that calls forth emotion

______o. True statement that can be checked

______p. Belief that cannot be checked; may or may not be true

1. Classified ads
2. Editorial
3. Five W's
4. Feature story
5. Lead paragraph(s)
6. Line of type
7. Markets
8. Obituaries
9. Political
10. Section
11. Filler
12. Boldface
13. Caption
14. Column
15. Opinion
16. Fact

TEST

2. Match news sources to their areas of coverage. Write the correct numbers in the blanks.

______a. News about the world

______b. News about your city or county

______c. News about the United States

______d. News about the state in which you live

1. International
2. National
3. State
4. Local

3. Select from the following list sections of a newspaper. Write an "X" before those items in the following list that are newspaper sections.

______a. News

______b. Weather

______c. Recipes

______d. Sports

______e. Obituaries

______f. Editorial

______g. Comics

______h. Horoscope

______i. Sports stories

______j. Helpful hints

______k. Cartoons

______l. Classified ads

______m. Scores

______n. Home and family

______o. Dear Abby

______p. Letters to editor

4. Match news subjects to newspaper sections in which they would appear. Write the correct numbers in the blanks.

______a. Feature stories; recipes; announcements of weddings and engagements; helpful hints for home and child care; community events; styles, fashion, and grooming; social and medical columns

______b. Cartoons; horoscope; advice and humor columns

______c. Announcements; legal notices; home service directory; employment; rentals; real estate; for sale items

______d. Regular news stories; feature stories; obituaries; weather; markets; index

1. Comics section
2. Classified ads section
3. Home and family section
4. News section

TEST

______e. Opinions written by editor; opinions written by nationally known people; letters to editor; political cartoons; political columns

______f. Commercial ads; quips and quotes; puzzles, games; coupons; fillers; pictures

______g. News stories about sports; scores and game statistics; calendar of coming events; sports columns

5. Sports section

6. Editorial section

7. Other

5. Distinguish between newspaper items which present fact and newspaper items which present opinion. Write an "F" in the blanks before items which present fact. Write an "O" in the blanks before items which present opinion. Some blanks may contain more than one answer.

______a. Editorial section

______b. Some parts of the home and family section

______c. Some parts of commercial ads

______d. Sports columns

______e. Pictures and fillers

______f. News section

______g. Puzzles, games, quips, and quotes

______h. Classified ads section

______i. Comics section

______j. Sports section, except sports columns

______k. Some parts of home and family section

6. Select from the following list the five W's of a newspaper story. Write an "X" before each word in the following list that is one of the five W's.

______a. Who

______b. Weather

______c. What

______d. Winners

TEST

_____e. When

_____f. Witnesses

_____g. Where

_____h. Wrenches

_____i. Why

7. Match lines of type to their correct descriptions. Write the correct numbers in the blanks.

_____a. Used to interest reader in story; states main idea of story; its size is determined by importance of article

_____b. Brief description under pictures; should tell *who, what, when, where, why,* and *how*

_____c. Contains page number and section of paper, name of paper, and date

_____d. Tells who the article is written by; gives credit to and names the writer

_____e. Small, less important headline below main headline; gives added information about story

1. Sub-head
2. Headline
3. Dateline
4. Byline
5. Caption

(NOTE: Test questions 8-15 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

8. Select news articles for each of four sources of news items.
9. Match information found in a newspaper to forms the news can take.
10. Identify the 5 W's in lead paragraphs.
11. Identify importance of news stories by headline size.
12. Identify lines of type.
13. Use newspaper index.
14. Identify particular classified ads.
15. Find job clues in a newspaper article.

READING THE NEWSPAPER
UNIT I

ANSWERS TO TEST

1. a. 9
   b. 3
   c. 12
   d. 6
   e. 10
   f. 8
   g. 11
   h. 1
   i. 2
   j. 13
   k. 5
   l. 14
   m. 7
   n. 4
   o. 16
   p. 15
2. a. 1
   b. 4
   c. 2
   d. 3
3. a, d, f, g, l, n
4. a. 3
   b. 1
   c. 2
   d. 4
   e. 6
   f. 7
   g. 5
5. a. O
   b. F
   c. F, O
   d. O
   e. F
   f. F
   g. O
   h. F
   i. O
   j. F
   k. O
6. a, c, e, g, i
7. a. 2
   b. 5
   c. 3
   d. 4
   e. 1

ANSWERS TO TEST

8. Evaluated to the satisfaction of the instructor
9. Evaluated to the satisfaction of the instructor
10. Evaluated to the satisfaction of the instructor
11. Evaluated to the satisfaction of the instructor
12. Evaluated to the satisfaction of the instructor
13. Evaluated to the satisfaction of the instructor
14. Evaluated to the satisfaction of the instructor
15. Evaluated to the satisfaction of the instructor

GIVING DIRECTIONS
UNIT II

UNIT OBJECTIVE

After completing this unit, the student should be able to give clear directions in the right order and be able to distinguish those items that are unimportant in specific directions. This knowledge will be shown by completing assignment sheets and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Match terms in this unit to their correct definitions.
2. State two ways to give directions.
3. Distinguish among steps that are helpful in giving directions for locating a place, making a specific article, and doing a job.
4. Distinguish between characteristics of clear and unclear directions.
5. Arrange in order steps in a process.
6. Write clear directions telling how to locate a place.
7. Write clear directions telling how to draw a simple figure on the chalkboard.
8. Give oral directions while demonstrating steps in a process.

GIVING DIRECTIONS
UNIT II

SUGGESTED ACTIVITIES

I. Suggested activities

   A. Provide students with objective sheet.

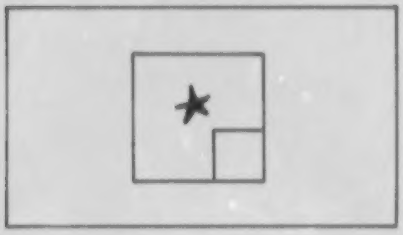
   B. Provide students with information and assignment sheets.

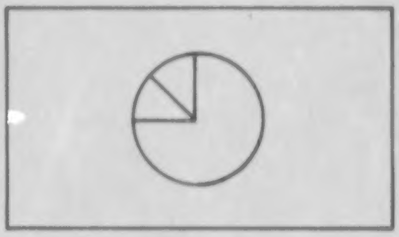
   C. Discuss information sheet.

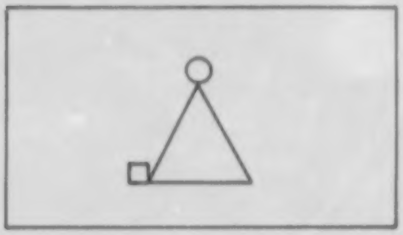
   D. Discuss assignments.

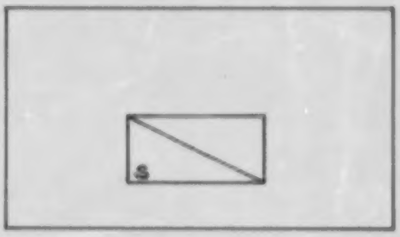
   E. For Assignment Sheet #5, make a set of 3 x 5 cards containing simple figures as in the examples below. Make one for each member of the class.

   EXAMPLES:









   F. Schedule times for students to perform Assignment Sheet #6.

   G. Let students draw a map of their town. After they draw a line from their house to the school, have them write the directions telling how to get to school.

   H. Role play. Let one student ask directions on how to get to a certain place. Person must tell pretended present location. Another student gives him or her directions.

SUGGESTED ACTIVITIES

I. Have students bring a tool or car part to class and give a speech on how it works.

J. Give test.

K. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Distinguish Between Direction-Giving Steps that are Helpful and Those that are Not
2. Assignment Sheet #2--Distinguish Between Clear and Unclear Directions
3. Assignment Sheet #3--Arrange in Order Steps in a Process

   (NOTE: Assignment Sheet #3 may be difficult for some students.)
4. Assignment Sheet #4--Write Clear Directions Telling How to Locate a Place
5. Assignment Sheet #5--Write Clear Directions Telling How to Draw a Simple Figure on the Chalkboard
6. Assignment Sheet #6--Give Oral Directions While Demonstrating Steps in a Process

E. Answers to assignment sheets

F. Test

G. Answers to test

III. Unit references

A. Biendenharn, Norma W., et al. *Building Better English*. New York, New York: Harper and Row Publishers Inc., 1968.

B. Lindbeck, John R., Lester G. Duenk, and Marc F. Hansen. *Basic Crafts*. Peoria, Illinois: Charles A. Bennett Co., Inc., 1979.

C. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1971.

GIVING DIRECTIONS
UNIT II

INFORMATION SHEET

I. Terms and definitions

   A. Illegible--Sloppy; cannot be read easily

   B. Legible--Neat; can be read easily

   C. Service manual--Book of instructions for repair or use of a machine or appliance

   D. Accurate--Correct

II. Two ways to give directions

   A. Oral (spoken)

   B. Written

III. Steps that are helpful in giving directions for locating a place, making a specific article, and doing a job (Assignment Sheets #1 and #3-#6)

   (NOTE: Do not give directions unless you are sure of them.)

   A. Locating a place (Assignment Sheet #4)

      1. Begin instructions from the spot where person will start

      2. Give directions in order

      3. Use left or right rather than east, west, north, south

      4. Mention landmarks, buildings, etc.

      5. Make a sketch if you can do it accurately

      6. Ask person to repeat or read your directions

   B. Making a specific article (Assignment Sheet #6)

      1. Decide what you will say or write before you begin

      2. Tell what materials and/or equipment are necessary

      3. Give directions in order

      4. Say or write exactly what you mean

      5. Keep directions short and to the point

INFORMATION SHEET

6. Speak or write clearly
7. Ask person to repeat or read your directions

C. Doing a job (Assignment Sheets #3, #5, and #6)

1. Figure out the steps in the entire job before beginning
2. Tell what materials and/or equipment are needed
3. Give directions in order
4. Tell person to check service, maintenance, or company manual if necessary
5. Ask person to repeat or read your directions

IV. Characteristics of clear and unclear directions (Assignment Sheet #2)

A. Clear directions

(NOTE: If you are not sure that you can give clear directions, do not give any.)

1. Are exact
2. Are in order
3. Are to the point
4. Are spoken clearly or written legibly

B. Unclear directions

(NOTE: Unclear directions may be a mixture of clear and unclear.)

1. Are inexact

   (NOTE: Unclear directions contain vague words such as "about" and "almost.")

2. Are mixed up
3. Are mumbled or written illegibly
4. Contain unnecessary sentences

GIVING DIRECTIONS
UNIT II

ASSIGNMENT SHEET #1--DISTINGUISH BETWEEN DIRECTION-GIVING STEPS THAT ARE HELPFUL AND THOSE THAT ARE NOT

NAME ______________________________ SCORE ____________________

Read the following story. Then answer the questions following it.

Jeff and his cousin, Ron, were walking home from school. When they came to the corner to cross the street, a stranger asked for their help.

The stranger explained that he needed to find Simmon's Grocery because he had an appointment there for a job interview. He asked the boys if they could direct him to the store.

Jeff replied, "Sure I can. First you go west four blocks to the old drugstore. It's a neat old place. We eat there all the time. Anyhow, then go two blocks to the new Clark Dry Cleaners. Building was just finished last Friday; it's brand new. The grocery is across the street from the cleaners."

The stranger thanked Jeff, but from the look on his face, Ron knew that the directions had not been clear.

Ron spoke up: "Sir, I'm wondering if the directions were clear?"

"Well, son, I'm not certain I could find the store even now," the man replied. "Which way is west?"

"Let me try to make it easier," Ron said.

"First, you go four blocks straight ahead. You will come to an intersection with a blinking yellow light. Take a right and continue 2 blocks until you see the grocery. It will be to your left, across from the Clark Dry Cleaners. The grocery has a large black-and-white sign across the building front. Can you repeat those directions, sir?"

The stranger repeated the directions just as Ron had given them. "Now I'm sure I can get there," said the stranger. "Thank you for your help."

As the man walked away, Jeff said, "Boy, I really wasn't thinking when I told him those directions. I told them as if he knew all about our town. He would have to be a mind reader to use my instructions."

"Jeff, do you still plan to be a sea captain?" asked Ron.

"Yeah," replied Jeff, "but I had better learn how to give directions, or we'll never make it out of home port."

ASSIGNMENT SHEET #1

Write answers for the following questions. Then discuss your answers in class.

A. Why was Jeff's information about going west four blocks to the old drugstore confusing to the stranger?

B. List in order the steps given by Jeff that would not have been helpful.

C. Why did Ron mention the sign that could be seen on the front of the grocery store?

D. What other landmarks did Ron mention in his directions?

E. Why did Ron have the stranger repeat his directions?

ASSIGNMENT SHEET #1

F. What would have happened if the stranger had followed Jeff's directions?

____

____

____

____

GIVING DIRECTIONS
UNIT II

ASSIGNMENT SHEET #2--DISTINGUISH BETWEEN CLEAR AND UNCLEAR DIRECTIONS

NAME ________________________ SCORE ________________

PART I

Below are two examples of directions. Read them and answer the questions that follow.

A. Our picnic will be in Turner's Woods. To get there from the schoolhouse, leave by the main door and drive to the right. The first stop street you will come to is Route 58. Turn left onto Route 58 and stay on it for about three miles, until you cross Salt Creek. A half mile farther on, you will reach a dirt road that goes to the right. This is not a crossroad. Take this dirt road for a half mile. The entrance to Turner's Woods is on the left side of the road and is marked.

B. Our picnic will be in Turner's Woods. To get there from the schoolhouse, drive toward Route 58. Stay on Route 58 for quite a while, going east. Oh, no, I mean *north*. At last you will come to a dirt road. Take this till you come to Turner's Woods. Oh, I forgot to tell you, you'll cross Salt Creek when you're on Route 58.

1. Which set of directions is most clear, A or B?

   ____

2. Which set of directions is presented in logical order, A or B?

   ____

3. Which set of directions (A or B) uses north and east rather than right and left?

   ____

4. Is any information in B unnecessary? If yes, what?

   ____

   ____

   ____

5. What specific words serve as landmarks or guides in the clear instructions?

   ____

   ____

   ____

ASSIGNMENT SHEET #2

PART II

Distinguish between clear and unclear directions. In the following paragraphs write an "X" in the blank before the directions that are most clear.

HOW TO LIGHT AN ACETYLENE TORCH

_____A. The way to light a torch is pretty easy. Just turn on the acetylene and light it. Then turn on your oxygen. Turn up the flame to where you want it and weld away. Oh yes, you will need to wear your goggles, and don't get burned.

HOW TO USE AN ACETYLENE TORCH

_____B. Put on protective head and eye covering and a long-sleeved shirt. Pick up torch and apply cutting tip or welding tip. Turn acetylene valve on very slightly. Hold spark light against head of torch and flip flint. When torch begins to burn with a red flame, turn on oxygen until flame becomes a blue point. Adjust oxygen and acetylene until desired temperature is obtained. Be sure to hold torch away from the body, and do not point it toward any flammable material or another person. To turn off torch, first turn off the oxygen and then the acetylene. Remove your headgear, and put torch away.

GIVING DIRECTIONS
UNIT II

ASSIGNMENT SHEET #3--ARRANGE IN ORDER STEPS IN A PROCESS

NAME ______________________________ SCORE ____________________

Knowing how to put things in their correct order is important when giving directions. Suppose you were giving directions on how to build a fire in a fireplace. What would happen if you told the person to light the fire and *then* told the person to open the flue?

Discuss with your class the dangers of not giving directions in logical order. Then read each of the steps in the following lists. Decide which step should come first, second, and so forth. Number each step in the order in which you think it would happen.

A. TAKING A SHOWER

______ Step into shower

______ Turn on hot water

______ Rinse off soap

______ Dry and dress

______ Undress

______ Soap myself

______ Turn on cold water

______ Test water

______ Turn off water

B. MAKING A CAKE

______ Put ingredients in mixing bowl

______ Pour into cake pans

______ Frost cake

______ Put in oven

______ Turn on oven to preheat

______ Grease cake pans

______ Gather ingredients

______ Remove from oven and allow to cool

______ Mix batter

C. HANGING A PICTURE

______ Pound nail into wall

______ Mark spot for nail

______ Get hammer

______ Choose correct-sized nail or picture hanger

______ Hang picture

D. PLANNING A PARTY

______ Ask guests to come

______ Enjoy party

______ Greet guests

______ Decide to have party

______ Prepare food

______ Decorate

______ Say goodbye to guests

ASSIGNMENT SHEET #3

E. BACKING A CAR OUT OF A DRIVEWAY

______ Release hand brake

______ Back out of driveway

______ Put key in ignition

______ Put car in park or neutral

______ Check behind you in rearview mirror

______ Get into car

______ Shift into reverse

F. TORQUING HEADBOLTS ON AN ENGINE TO SERVICE MANUAL SPECIFICATIONS

______ Get 24-inch, dial-type torque wrench

______ Torque bolts in sequence as written in service manual for this model engine

______ Select correct size socket for engine bolts

______ Check service manual for sequence of bolts to be torqued and desired torque

______ Place wrench on top of bolt

______ Remove wrench

______ Use both hands to pull wrench in a clockwise motion until needle on dial reaches desired torque

______ Follow this procedure until all bolts are torqued

GIVING DIRECTIONS
UNIT II

ASSIGNMENT SHEET #4--WRITE CLEAR DIRECTIONS TELLING HOW TO LOCATE A PLACE

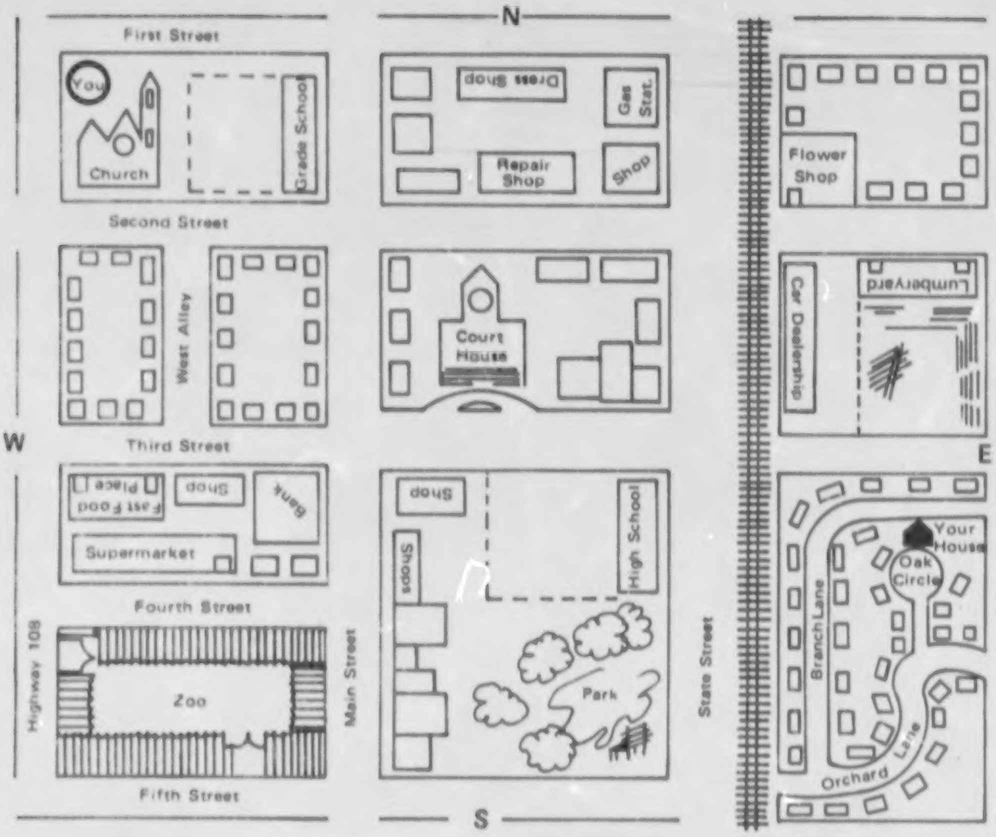
NAME________________________________ SCORE ____________________

PART I

Using clear and accurate words, write the exact directions you would use to get to your CVET shop class from the class you have just before it. List the directions in order so that a new student could follow them.

ASSIGNMENT SHEET #4

PART II


N
First Street
You
Church
Grade School
Dress Shop
Gas Stat.
Repair Shop
Shop
Flower Shop
Second Street
West Alley
Court House
Car Dealership
Lumberyard
W
Third Street
E
Fast Food Place
Shop
Bank
Supermarket
Shop
High School
Shops
Your House
Oak Circle
Fourth Street
Highway 108
Zoo
Main Street
Park
State Street
Branch Lane
Orchard Lane
Fifth Street
S

Look at the map above. Write directions on how to get to two of the following locations. Write your directions on a piece of notebook paper, and turn in to your instructor.

A. From where you are to your house

B. From west zoo exit to the courthouse

C. From the church entrance to the bank

D. From the grade school to the high school

E. From the west exit of the fast food place to the lumberyard

F. From the supermarket to the flower shop

GIVING DIRECTIONS
UNIT II

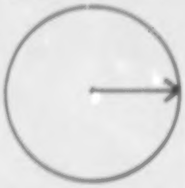
ASSIGNMENT SHEET #5--WRITE CLEAR DIRECTIONS TELLING HOW TO DRAW A SIMPLE FIGURE ON THE CHALKBOARD

NAME ______________________________ SCORE ____________________

Your instructor will give you a 3 x 5 card with a simple figure on it. Look at the figure on your card carefully, but do not let your neighbors see it. Now write step-by-step directions for drawing the figure.

(NOTE: The size of the figure can be larger than that on your card, but in your directions keep the sizes proportional.)

EXAMPLE:



A. First, draw a circle about the size of an orange.

B. Next, draw a dot in the center of the circle.

C. Next, draw a straight line from the center dot to the right edge of the circle.

D. Last, draw a small "V" arrowhead on the right end of the straight line.

When you and your classmates have finished writing your directions, your instructor will call on you to read your directions to a classmate. Your classmate will follow your directions to draw the figure on the chalkboard.

(NOTE: First, read your directions all the way through once. Then read your directions *slowly* one at a time. Read only what you have written. Do not give any directions that you have not written down.)

A. ____

B. ____

C. ____

D. ____

E. ____

F. ____

G. ____

H. ____

GIVING DIRECTIONS
UNIT II

ASSIGNMENT SHEET #6--GIVE ORAL DIRECTIONS WHILE DEMONSTRATING STEPS IN A PROCESS

NAME ______________________ SCORE ______________

This assignment sheet requires planning and practice. Choose one of the "How to" subjects in the following list. Gather the materials you will need, and practice your explanation at home. When your instructor schedules you, demonstrate your ability to give oral directions as you show the steps in a process.

A. How to tie a shoelace

B. How to tie a necktie

C. How to separate the white from an egg

D. How to fill a car with gasoline

E. How to braid hair

F. How to write a check

G. How to change a tire

H. How to arrange flowers in a vase

I. How to use a camera

J. How to use a calculator

K. How to make a terrarium (bowl garden)

L. How to make a sandwich

M. How to apply makeup

N. How to change a typewriter ribbon

O. How to plant a seed or seedling

P. How to set a table

Q. How to thread a sewing machine

R. How to change a spark plug

S. How to apply nail polish

T. How to (anything that you know how to do well)

GIVING DIRECTIONS
UNIT II

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A. He gave no specific directions to the old drugstore; he used "west" and the stranger did not know which direction west was; he added unnecessary details

B. Go four blocks west; It's a neat old place. We eat there all the time; go two blocks; Building was just finished last Friday, it's brand new

C. It named the place the man was hunting

D. Intersection; blinking yellow light

E. So that he could be sure the stranger got the directions right

F. He would still be lost

Assignment Sheet #2

PART I

1. A
2. A
3. B
4. Oh no, I mean *north*
   Oh, I forgot to tell you
5. Route 58
   Salt Creek
   Miles

PART II--B

Assignment Sheet #3

(NOTE: Answers may vary.)

A. 5, 3, 7, 9, 1, 6, 2, 4, 8

B. 4, 6, 9, 7, 1, 2, 3, 8, 5

C. 4, 3, 1, 2, 5

D. 2, 6, 5, 1, 4, 3, 7

E. 4, 7, 2, 3, 5, 1, 6

F. 2, 7, 3, 1, 4, 6, 5, 8

Assignment Sheet #4--Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5--Evaluated to the satisfaction of the instructor

Assignment Sheet #6--Evaluated to the satisfaction of the instructor

GIVING DIRECTIONS
UNIT II

TEST

NAME______________________________ SCORE ____________________

1. Match terms in this unit to their correct definitions. Write the correct numbers in the blanks.

_____a. Neat; can be read easily	1. Accurate
_____b. Correct	2. Service manual
_____c. Book of instructions for repair or use of a machine or appliance	3. Illegible
_____d. Sloppy; cannot be read easily	4. Legible

2. State two ways to give directions.

   a. ____

   b. ____

3. Distinguish among steps that are helpful in giving directions for locating a place, making a specific article, and doing a job. Write a "+" before those that are helpful. Write an "0" before those that are not.

   a. Locating a place

      _____1) Give directions in any order

      _____2) Begin instructions from the spot where the person will start

      _____3) Do not confuse person by repeating directions

      _____4) Mention landmarks, buildings, etc.

      _____5) Use left or right rather than east, west, north, south

      _____6) Give directions in order

      _____7) Make a sketch if you can do it accurately

      _____8) Use hands to point in different directions

      _____9) Ask person to repeat or read your directions

TEST

b. Making a specific article

______1) Decide what you will say or write before you begin

______2) Tell what materials and/or equipment are necessary

______3) Make directions long to include details

______4) Say or write exactly what you mean

______5) Ask person to repeat or read your directions

______6) Give directions in order

______7) Keep directions short and to the point

______8) Give directions from last step to first

______9) Speak or write clearly

c. Doing a job

______1) Begin before figuring out steps in job

______2) Tell what materials and/or equipment are needed

______3) Give directions in order

______4) Tell person to ignore instructions in service, maintenance, or company manuals

______5) Figure out the steps in the entire job before beginning

______6) Tell person to check service, maintenance, or company manual if necessary

______7) Use inexact words such as "about" and "almost"

______8) Ask person to repeat or read your directions

4. Distinguish between characteristics of clear and unclear directions. Write a "C" in the blanks before clear directions. Write a "U" in the blanks before unclear directions.

______a. Are mumbled or written illegibly

______b. Are exact

______c. Are inexact

TEST

______d. Are to the point

______e. Are in order

______f. Are mixed up

______g. Contain unnecessary sentences

______h. Are spoken clearly or written legibly

(NOTE: Test questions 5-8 are assignment sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

5. Arrange in order steps in a process.
6. Write clear directions telling how to locate a place.
7. Write clear directions telling how to draw a simple figure on the chalkboard.
8. Give oral directions while demonstrating steps in a process.

GIVING DIRECTIONS
UNIT II

ANSWERS TO TEST

1. a. 4 c. 2

b. 1 d. 3

2. a. Oral (spoken)

b. Written

3. a. 1) 0 6) +

2) + 7) +

3) 0 8) 0

4) + 9) +

5) +

b. 1) + 6) +

2) + 7) +

3) 0 8) 0

4) + 9) +

5) +

c. 1) 0 5) +

2) + 6) +

3) + 7) 0

4) 0 8) +

4. a. U e. C

b. C f. U

c. U g. U

d. C h. C

5. Evaluated to the satisfaction of the instructor

6. Evaluated to the satisfaction of the instructor

7. Evaluated to the satisfaction of the instructor

8. Evaluated to the satisfaction of the instructor

FOLLOWING DIRECTIONS
UNIT III

UNIT OBJECTIVE

After completing this unit, the student should be able to follow both spoken and written directions. This knowledge will be shown by completing assignment sheets, job sheet, and unit test with a minimum score of 85 percent.

SPECIFIC OBJECTIVES

After completing this unit, the student should be able to

1. Select from a list steps that are helpful in following directions.
2. Select from a list important reasons for careful listening.
3. List areas where following directions is important.
4. Select kinds of work that require following directions.
5. Discuss importance of listening to and following directions.
6. Follow written directions.
7. Follow spoken directions.
8. Demonstrate the ability to follow written directions.

FOLLOWING DIRECTIONS
UNIT III

SUGGESTED ACTIVITIES

I. Suggested activities

A. Provide students with objective sheet.

B. Provide students with information, assignment, and job sheets.

C. Discuss unit and specific objectives.

D. Discuss information and assignment sheets.

E. Provide equipment and facilities for assignments.

F. Give pretest.

G. Choose several students to give short sentence instructions. (They should know in advance what they are going to say.) Choose another student to repeat exactly what the first person said, maintaining eye contact.

H. Let two or three students relate a personal incident about something that happened to them as a result of not following directions. (Tell them in advance to be prepared.)

I. Discuss the difference between hearing and listening. (Use a popular song.)

J. Record a class session and listen to it the next day. How many minutes were spent in giving directions? How many minutes were spent in following directions?

K. Give the class the following oral instructions for Assignment Sheet #6. (First write 1089 on the chalkboard.)

PART I

a. Write any three-figure number with each figure different, such as 421.

b. Under this number, write the same number backwards (124).

c. Subtract the smaller number from the larger one (421 minus 124).

d. Turn the answer backwards and add the backward number to the original answer.

PART II

a. Write the number of your birthday month ("1" for January, "2" for February, "3" for March, etc.).

b. Multiply the number of your birth month by 2.

SUGGESTED ACTIVITIES

c. Add 5 to your answer.

d. Multiply this last answer by 50.

e. Add your age to this answer.

f. Subtract 365 (the number of days in a year) from your total.

g. Add 115 to your new answer.

(NOTE: Explain that the students have just computed their birth months and ages. The first number will be the month of the students' birthdays, and the last will be their ages.)

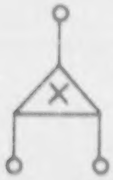
EXAMPLE: A person who is 10 years old and whose birthday is in March would

Multipy 3 (for March) by 2	6
Add 5	+5
	11
Multiply by 50	x50
	550
Add her age	+10
	560
Subtract 365	-365
	195
Add 115	+115
	310

3 = month
10 = age

L. Let students go to chalkboard one at a time. Give each student oral directions for drawing a simple figure.

EXAMPLE: Draw a triangle. In the center of the triangle place an "X." From the top point of the triangle extend a straight vertical line (up and down) about eight inches long. Draw a circle about the size of a quarter on the end of this line. Draw similar straight lines extending straight down from each of the bottom points of the triangle. Draw a circle about the size of a quarter on each of these lines.



SUGGESTED ACTIVITIES

M. Give directions to a previously hidden object. Have as a destination the library, shop, or student recreation area.

N. Give test.

O. Reteach if necessary.

II. Instructional materials

A. Objective sheet

B. Suggested activities

C. Information sheet

D. Assignment sheets

1. Assignment Sheet #1--Select From a List Important Reasons for Careful Listening

2. Assignment Sheet #2--List Activities in Areas Where Following Directions Is Important

3. Assignment Sheet #3--Select Kinds of Work that Require Following Directions

4. Assignment Sheet #4--Discuss Importance of Listening to and Following Directions

5. Assignment Sheet #5--Follow Written Directions

6. Assignment Sheet #6--Follow Spoken Directions

E. Answers to assignment sheets

F. Job Sheet #1--Follow Written Directions

G. Test

H. Answers to test

III. Unit references

A. Greene, Harry A., with Kate Ashley Loomis, Norma W. Biedenharn, and Pauline C. Davis. *Building Better English*. New York: Harper and Row, 1968.

B. Spann, Margaret. *Vocational Related English*. Stillwater, Oklahoma: State Department of Vocational and Technical Education/Curriculum and Instructional Materials Center, 1972.

FOLLOWING DIRECTIONS
UNIT III

PRETEST--FOLLOWING DIRECTIONS

1. Read everything before doing anything.
2. Put your name in the upper right-hand corner of your paper.
3. Circle the word "corner" in sentence two.
4. Draw five circles in the upper left-hand corner of your paper.
5. Draw a square around each circle.
6. Put an "X" in each circle.
7. Write your name under the word "Pretest."
8. Next to the word "Pretest" write "Yes. Yes. Yes."
9. Put a circle around each word in sentence 6.
10. Draw a triangle (Δ) in the lower left-hand corner of your paper.
11. On the back of your paper multiply 5 X 20.
12. Underline the word "paper" in sentence 4.
13. Call out your name when you reach this point in the test.
14. If you think you have followed the directions up to this point, call out, "I did!"
15. On the back of your paper add 90 + 7.
16. Draw a circle around the answer to number 15.
17. Put a square around the circle in question number 15.
18. Count out loud in your normal speaking voice from one to ten.
19. Subtract 6 from 10.
20. Now that you have finished reading carefully, do only sentences number 1 and 2.

FOLLOWING DIRECTIONS
UNIT III

INFORMATION SHEET

I. Steps that are helpful in following directions (Assignment Sheets #5 and #6)

   A. Listen to, or read, *all* the directions carefully before beginning

   B. Repeat or read directions until you are familiar with them

   C. Ask questions about anything you do not understand

   D. Follow directions in order

   E. Do only one step at a time

   F. When travelling, watch for landmarks

   G. Be sure you know directions east, west, north, and south; left and right

   H. Write down spoken directions if they are hard to follow

   (NOTE: Take pretest at this time.)

II. Important reasons for careful listening (Assignment Sheets #1 and #4)

   A. To get correct facts

   B. To know what is expected of you

   C. To be able to follow directions

   D. To help you learn

   E. To protect yourself from harm

   F. To be successful

   (NOTE: Studies show that the average person remembers only 7 percent of what he or she hears. Good listening habits can raise the percentage remembered.)

III. Areas where following directions is important (Assignment Sheets #2 and #3)

   A. At home

   EXAMPLES: When doing household chores, caring for children, working on hobbies, playing games, preparing meals

INFORMATION SHEET

B. At work

EXAMPLES: When operating machinery and tools, working on construction projects or in the shop, caring for children, performing home and community service housekeeping tasks, completing employer's instructions

C. At school

EXAMPLES: When writing assignments, doing homework, taking tests, participating in sports

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #1–SELECT FROM A LIST IMPORTANT REASONS FOR CAREFUL LISTENING

NAME ______________________________ SCORE ______________

Select from the following list important reasons for careful listening. Write an "X" in the blank before each correct answer.

_____A. To help you learn

_____B. To please your teachers

_____C. To protect yourself from harm

_____D. To make your dog like you

_____E. To get facts correctly

_____F. To know what is expected of you

_____G. To get to class early

_____H. To be able to follow directions

_____I. To be successful

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #2–LIST ACTIVITIES IN AREAS WHERE FOLLOWING DIRECTIONS IS IMPORTANT

NAME ______________________________ SCORE _______________

Listed below are three areas where following directions is important. Write some of the activities that take place in each area.

A. At home

1. ____
2. ____
3. ____
4. ____
5. ____

B. At work

1. ____
2. ____
3. ____
4. ____
5. ____

C. At school

1. ____
2. ____
3. ____
4. ____
5. ____

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #3--SELECT KINDS OF WORK THAT REQUIRE FOLLOWING DIRECTIONS

NAME ______________________________ SCORE ______________

In the list of occupations below, circle the kinds of work that require following written or spoken directions.

bricklayer
housekeeping aide
scientist
roofer
nurse
deck hand
drafter
baker
child care worker

welder
cook
carpenter
waitress
teacher
machinist
concrete mason
butcher
mechanic

secretary
pilot
cabinetmaker
baby-sitter
printer
photographer
engineer
plumber
roughneck

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #4--DISCUSS IMPORTANCE OF LISTENING TO AND FOLLOWING DIRECTIONS

NAME ______________________________ SCORE ______________

Read aloud or act out the skit in Part I. Answer the questions which follow, and then discuss your answers with the class.

PART I

Characters:

Jamey
Gary
Narrator

Narrator: The scene is a parts store. Jamey is pacing up and down the street. He is mad!

Jamey: Just wait until I see that Gary. Thirty minutes! I've waited 30 minutes! he promised he would be here. I'll set him straight tomorrow.

Narrator: Jamey stomps away. The scene changes. Gary and Jamey are standing in front of Gary's locker.

Jamey: Where were you? I waited 30 minutes! Fine friend you are. You can't even keep a promise.

Gary: Thirty minutes? I was there, but *I* didn't see *you*. Where were you?

Jamey: I was there at 4:30 sharp. You couldn't have been there. Are you sure you were on time?

Gary: Yes, 4:30 exactly. I was sitting right there in plain sight.

Jamey: You mean you were inside the store?

Gary: Of course! I told you I would meet you in the store. To me that means inside.

Jamey: I guess you did say that.

Gary: Of course I did. The trouble with you is that you *hear* a lot of things but you don't *listen* to anything.

A. Why did Jamey wait outside the store for Gary?

____

____

____

ASSIGNMENT SHEET #4

B. What words did Jamey fail to hear that caused him to miss Gary?

C. Why should Jamey have repeated Gary's instructions?

PART II

The scene is a military post. A group of three officers is seated at a long table at the front of the room. The officer in charge speaks.

Officer #1: Gentlemen, let me stress that this is *not* a court martial. This is merely a formal investigation into the death of Private First Class James White. Will Sergeant McElroy please step forward. *(The sergeant steps forward and salutes.)* At ease, sergeant. Will you please tell these officers the details surrounding the death of Private White?

Sgt. McElroy: Yes, sir. The men were to cross a training course under fire from the "enemy." The machine guns were loaded with live ammunition but were in a fixed position so that they could not fire below four feet above the ground. Each recruit had been instructed to crawl 100 yards beneath the fire of the machine guns.

Officer #2: What went wrong?

Sgt. McElroy: I don't know, sir. In the middle of the course, Private White stood up and began running. He was hit twice by machine gun fire. His wounds proved fatal.

Officer #1: Do you have anything further to add, Sgt. McElroy?

Sgt. McElroy: No, sir, only that I deeply regret the needless loss of this young man's life.

Officer #1: I'm sure you echo the feelings of all of us here. Dismissed!" *(The Sgt. salutes and returns to his seat.)* Private Jeffrey Caney, please. *(Another soldier steps forward and salutes.)* Pvt. Caney, you were Pvt. White's buddy?

Pvt. Caney: Yes, sir.

Officer #3: Were you seated near him in the training room when the instructions for completing the obstacle course were given?

Pvt. Caney: Yes, sir.

Officer #3: Was he doing anything unusual?

ASSIGNMENT SHEET #4

Pvt. Caney: Yes, sir. He was reading a letter from his girlfriend.

Officer #2: A letter from his girl! Did you caution him that important directions were being given?

Pvt. Caney: Yes, sir. But he said, "I hear! I hear!"

Officer #1: I believe you were also the first person to reach Pvt. White after he was wounded.

Pvt. Caney: Yes, sir, I was.

Officer #1: Did he say anything before he died?

Pvt. Caney: Yes, sir. He said, "I heard, but I didn't listen." Does that make sense, sir?

Officer #1: Unfortunately it does. This tribunal finds that there is no cause to bring court martial proceedings against Sgt. McElroy. Thank you for your assistance.

Discuss in writing and then with the class:

A. What mistake did Pvt. White make when the instructions were being given?

____

____

B. What did he mean when he said, "I heard, but I didn't listen"?

____

____

C. What happened because of not listening?

____

____

D. Apply family and personal problems to this situation. Can you think of a time you were thinking about something else when you were working with machinery? What should you do if you are troubled or daydreaming in a potentially dangerous situation?

____

____

____

____

____

____

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #5--FOLLOW WRITTEN DIRECTIONS

NAME ________________________________ SCORE ______________

PART I

Choose a classmate to observe your performance. Then read and follow the directions listed below.

A. Walk 5 paces.

B. Hold your right arm out straight to the side.

C. Wiggle one finger.

D. Turn left.

E. Take 2 steps.

F. Turn left again.

G. Take 5 steps.

PART II

Follow the directions written below to draw a picture in the space provided on the next page. Be sure to read all of the directions before beginning.

A. On the left side of the page, draw a tree with no leaves on its branches.

B. Draw a bird on one of the branches.

C. Draw a doghouse to the right, under the tree.

D. Write "Rover" above the doghouse door.

E. On the right side of the page, draw the outline of a simple two-story house.

F. Draw a door in the center bottom of the first floor.

G. Draw a small circle on the left side of the door for a doorknob.

H. Draw four windows, two on the first floor on either side of the door, and two above these on the second floor.

I. Draw curtains on the two top windows.

J. Draw four windowpanes on the bottom two windows.

K. Draw five tulips under the bottom right window.

L. Draw a cloud between the house and the tree.

ASSIGNMENT SHEET #5

M. Draw yourself (stick figure is fine) standing to the right of the doghouse.

N. Draw a friend standing to your left.

O. Write the word "me" above the figure of yourself.

P. Write the name of a friend above the figure of your friend.

Q. Turn in your completed drawing to your instructor.

FOLLOWING DIRECTIONS
UNIT III

ASSIGNMENT SHEET #6--FOLLOW SPOKEN DIRECTIONS

NAME______________________________ SCORE ________________

The following exercises will help you learn to follow spoken directions. Follow the spoken directions that your instructor gives. Use the space below for necessary calculations.

FOLLOWING DIRECTIONS
UNIT III

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #1

A, C, E, F, H, I

Assignment Sheet #2--Evaluated to the satisfaction of the instructor

Assignment Sheet #3--All are circled

Assignment Sheet #4

PART I

A. He didn't listen to what was said

B. In the store

C. So that the instructions would have been clear to both boys

PART II

A. He was reading a letter and not paying full attention to the instructions

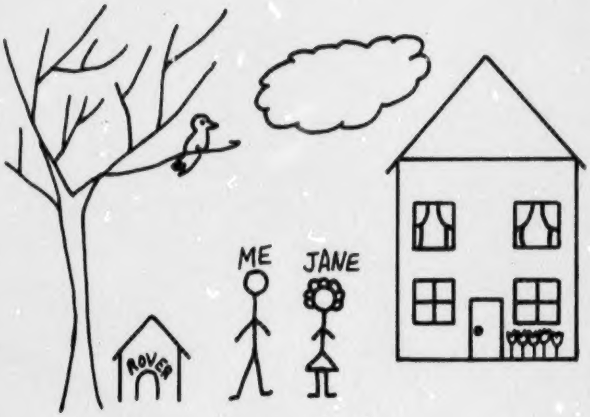
B. He was in the room, and he "heard" the instructions, but he was not paying attention

C. He did not know (or remember) that the live firing was to be only four feet above the ground; he stood up and was killed

D. Evaluated to the satisfaction of the instructor

ANSWERS TO ASSIGNMENT SHEETS

Assignment Sheet #5



Assignment Sheet #6--Evaluated to the satisfaction of the instructor

FOLLOWING DIRECTIONS
UNIT III

JOB SHEET #1--FOLLOW WRITTEN DIRECTIONS

NAME ______________________________ SCORE ______________

I. Materials--One sheet of 8 1/2 x 11" paper

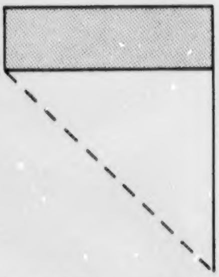
II. Procedure

A. Place paper on desk before you with long sides to the right and left (Figure 1)

FIGURE 1

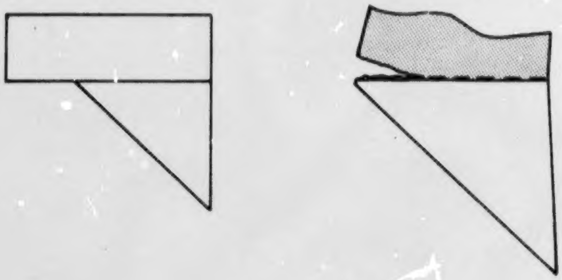
B. Fold bottom left corner to right side of paper, forming a perfect triangle; crease fold line (Figure 2)

FIGURE 2



C. Fold down rectangle at top; crease sharply and tear off along crease; set aside rectangle (Figure 3)

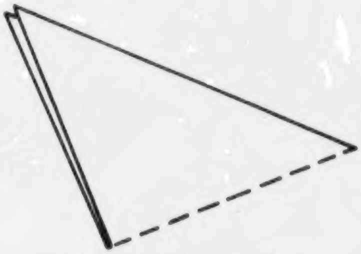
FIGURE 3



JOB SHEET #1

D. Fold triangle in half to determine center point (Figure 4)

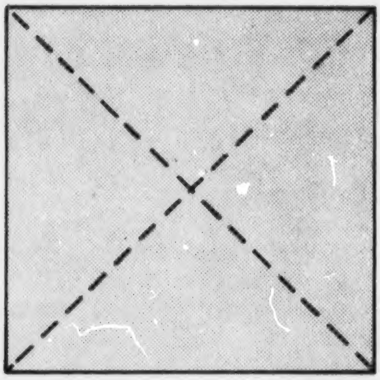
FIGURE 4



E. Open folded paper (Figure 5)

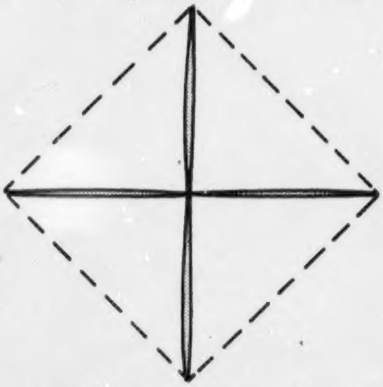
(NOTE: If you have followed directions, opened paper should be a square.)

FIGURE 5



F. Fold each corner to the center of square (Figure 6)

FIGURE 6



G. Turn folded paper over

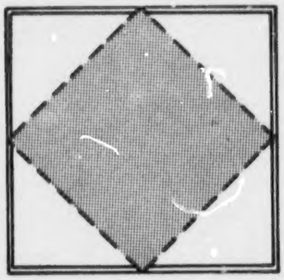
H. Repeat Step F

I. Turn folded paper over

JOB SHEET #1

J. Fold center tip of each small square back to corners of large square, forming a triangle in each corner; crease folds sharply (Figure 7)

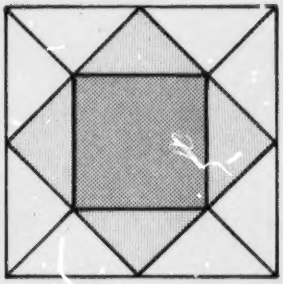
FIGURE 7



K. Turn paper over

L. Fold the tip of each triangle back to center of square's sides; crease sharply (Figure 8)

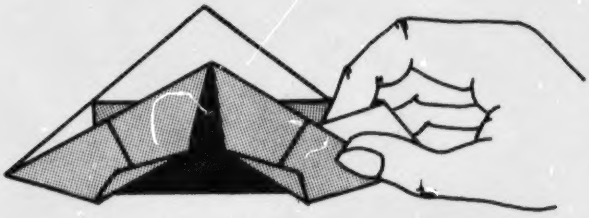
FIGURE 8



M. Turn paper over

N. Put finger in pocket formed by one of the triangles; push out and up, pinching outside edges to form peaks (Figure 9)

FIGURE 9

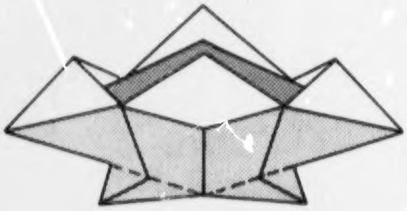


O. Repeat step N for each corner

JOB SHEET #1

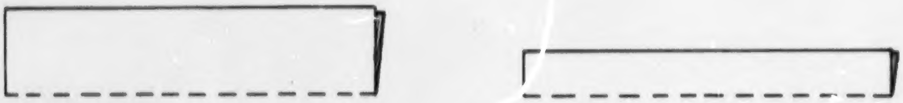
P. Crease peaks and inside bottom until basket is squared and four triangles at bottom form base (Figure 10)

FIGURE 10



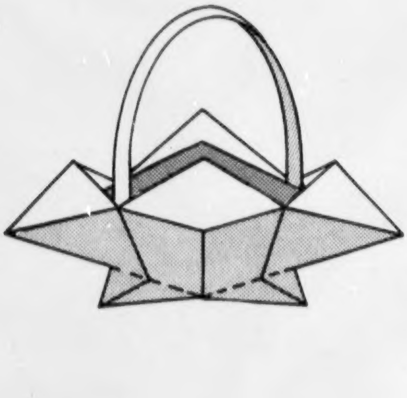
Q. Fold set-aside rectangle in half lengthwise; fold in half again to form a narrow strip (Figure 11)

FIGURE 11



R. Insert ends of strip between inside and outside sides of basket to form handle (Figure 12)

FIGURE 12



FOLLOWING DIRECTIONS
UNIT III

TEST

NAME ______________________________ SCORE ______________

1. Select from the following list steps that are helpful in following directions. In the following blanks place "+" before those steps that are helpful and an "O" before those that are not helpful.

   ______a. Ask questions about anything you do not understand

   ______b. Do not bother knowing directions east, west, north, south

   ______c. Read instructions one step at a time

   ______d. Do not write down anything

   ______e. Listen to, or read, *all* directions carefully before beginning

   ______f. Follow directions in order

   ______g. Write down spoken directions if they are hard to follow

   ______h. When travelling, watch for landmarks

   ______i. Repeat or read directions until you are familiar with them

   ______j. Do only one step at a time

   ______k. Be sure you know the directions east, west, north, and south; left and right

   ______l. Combine two or more steps

2. Select from the following list important reasons for careful listening. Write an "X" in the blank before each correct answer.

   ______a. To get correct facts

   ______b. To learn the latest gossip

   ______c. To know what is expected of you

   ______d. To hear latest song

   ______e. To learn a secret

   ______f. To be able to follow directions

   ______g. To help you learn

   ______h. To protect yourself from harm

   ______i. To be successful

TEST

3. List areas where following directions is important.

   a. ____________________

   b. ____________________

   c. ____________________

(NOTE: Test questions 4-8 are assignment and job sheets. They are an important part of this test. If they have not been completed, check with your instructor.)

4. Select kinds of work that require following directions.
5. Discuss importance of listening to and following directions.
6. Follow written directions.
7. Follow spoken directions.
8. Demonstrate the ability to follow written directions.

FOLLOWING DIRECTIONS
UNIT III

ANSWERS TO TEST

1. a. +
   b. O
   c. O
   d. O
   e. +
   f. +
   g. +
   h. +
   i. +
   j. +
   k. +
   l. O
2. a, c, f, g, h, i
3. a. At home
   b. At work
   c. At school
4. Evaluated to the satisfaction of the instructor
5. Evaluated to the satisfaction of the instructor
6. Evaluated to the satisfaction of the instructor
7. Evaluated to the satisfaction of the instructor
8. Performance skills evaluated to the satisfaction of the instructor